

Glencoe Public Schools

FY24 ARP/ESSER III Use of Funds Plan

District Name: Glencoe Public Schools
Superintendent: Mr. Jay Reeves
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The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations) and stakeholders representing interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. Finally, the LEA’s plan must be in an understandable and uniform format, written in a language that parents can understand, orally translated and, upon request by a parent who is individual with a disability, provided in an alternative format accessible to that parent. The Plan must consist of the following:

<p>1. 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 order to continuously and safely open and operate schools for in-person learning;</p>
<p>The Glencoe Public Schools ARP-ESSER3 Consultation Committee has discussed possible ways the district can make the learning environment safe and healthy for students, teachers, and staff. With that in mind, and using the CDC’s most current guidelines to inform the decisions, these are the uses Glencoe Public Schools proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact:</p> <p>Custodial Supplies for increased sanitizing and cleaning across the school district to respond to and prevent COVID-19.</p> <p>Pay for Custodial Services through a third-party vendor to clean and sanitize the district’s facilities. This service is critical to our efforts to ensure a safe and healthy campus. This service will allow us to continuously and safely open and operate schools for in-person learning.</p> <p>HVAC replacements, repairs and refurbishing for better air filtration and air quality across the school district. This expenditure will allow for much better air quality and a safe and healthy environment for students and staff. Units are very old and do not afford classrooms with a safe and healthy space especially given the risks associated with COVID-19 and the likely variants to follow.</p>

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2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] 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;

20% of Glencoe Public Schools total ARP funds (\$639,746.71) will be \$127,949.35. These funds will be utilized to determine individual student and grade level learning gaps or loss due to COVID-19, and then to address such loss through research-based interventions and programs. By the end of the grant cycle, we will far exceed the 20% minimum. It is our plan to direct a large percentage of the ESSER3 funds to direct student support dealing with learning loss. As such, the following are recommendations from the Consultation Committee:

Hiring a Reading remediation teacher that will serve students at the elementary level. This strategy will allow us to focus very targeted efforts on the COVID-19 related learning loss in the area of Reading with specific focus on upper elementary students.

Entering into a contract with a third-party vendor (AmeriCorps) to assist in Reading Intervention strategies at the kindergarten through 3rd grades. This strategy will allow us to focus very targeted efforts on the COVID-19 related learning loss in the area of Reading with specific focus on the lower elementary grades.

Purchase additional technology (computers, monitors, laptops, interactive instructional boards, etc.) for use in the classroom for instructional purposes. The additional technology will allow us to better facilitate virtual learning and improve instruction within the classroom. Both of which will address the learning loss of students due to the effects of COVID-19.

Purchase of key instructional software to address the learning loss associated with COVID-19. More specifically we plan to purchase IXL, Reflex Math, Accelerated Reader, NWEA Reading Fluency, and Edgenuity. We will use these tools as supplemental resources that will support learning loss efforts within the classroom and virtually as needed. Additional software may be purchased to complement the aforementioned packages as determined by the district.

Purchase of additional curriculum materials and other instructional supplies and materials to respond to the learning loss effects of COVID-19.

All of these expenditures will allow the district to focus on addressing the learning loss more effectively due to the COVID-19 and to narrow the achievement gaps of our students who were disproportionately affected by the COVID-19 (student with special needs and economically disadvantaged students).

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3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

Glencoe Public Schools plans to utilize ARP-ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID-19 impact on our district. In order to maintain operations and continuity of the district in either direct preparation for, to prevent, or in response to COVID-19; or because of loss of revenue due in large part to the same, Glencoe Public Schools will utilize the various approved funding in the following manner:

In order to maintain operations and continuity of the district in either direct preparation for, to prevent, or in response to COVID-19 the district needs to pay for the increased costs of Property and Casualty Insurance that has seen a very large increase from FY20 to FY24. The increase in this cost has created an undue burden on the district and the use of ARP-ESSERIII funds to offset the increase is critical for the district's fiscal stability.

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4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students

Glencoe Public Schools plans to utilize ARP/ESSER III funds to Prepare, Prevent, and Respond to the COVID-19 impact on our district. The consultation committee recognizes that all aforementioned expenditures will serve **all students**, especially those that are disproportionately affected by COVID-19 and position the district to meet not only the academic needs of students but their emotional and mental health needs as well. Our current counseling staff will allow us to meet those needs in a very effective manner. It is both our desire and our understanding that we meet the needs of the whole child regardless of their situation. Again, we believe that what we have put forth within this ARP/ESSER III budget will meet all the needs of **all the students that we serve**. Furthermore, other federal and non-federal district funds will be used to support all efforts to ensure that the district is meeting the academic, social, emotional, and mental health needs of all students, especially those that may be disproportionately impacted by COVID-19.

Glencoe Public Schools major demographic breakdown is as follows as of the May 31, 2023:

Total Student Population – 347 (Age 4-18+)

Native American – 38 – 10.9% of total student population

Hispanic/Latino – 16 – 4.6% of the total student population

Special Education – 98 – 28.2% of total student population

Free/Reduced – 253 – 72.9% of total student population.

Native American students will be served in both the regular classrooms utilizing all the instructional software and in person instruction that will target their individual academic needs. In addition, these students will be served in the district's pull out reading and math programs to further deal with any learning loss due to COVID-19. We will also be able to support these students with our math intervention programming at both the elementary and secondary levels. The summer school programming will also support these students by providing this targeted support and instruction above and beyond the regular school year. Furthermore, the district will also utilize Title VI dollars to support those students with additional instructional support during the school day as well as various counseling services that may be unique to their needs. In addition to the various levels of academic support, counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.

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Hispanic/Latino students will be served in both the regular classrooms utilizing all the instructional software and in person instruction that will target their individual academic needs. In addition, these students will be served in the district's pull out reading and math programs to further deal with any learning loss due to COVID-19. We will also be able to support these students with our math intervention programming at both the elementary and secondary levels. The summer school programming will also support these students by providing this targeted support and instruction above and beyond the regular school year. In addition to the various levels of academic support, counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.

Special Education students will be provided additional support during the regular school year involving additional instructional time and specific strategies in keeping with IEP's. The additional instructional time will take advantage of the technology and software that is available in part due to ESSER funding. The additional instructional time and summer school programming will be available to these students, and it will be critical in our efforts to deal with the effects of COVID-19 on the learning loss of special education students.

Low-income students make up over 62% of our student population as everything that we do centers on serving these students and addressing their needs. Continued push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup in the critical area of reading. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student. The math intervention programming will further support our pull-out instruction for these students. In addition to the various levels of academic support, counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.