

[Close Printer Friendly Page](#)**Applicant:** SKOKIE SD 73-5**County:** Cook**ARP - LEA American Rescue Plan (ESSER III)** **Application:** 2021-2022 ARP - LEA American Rescue Plan (ESSER

III) - E3

**Cycle:** Amendment 1[Click to Return to Application Select](#)**Project Number:** 22-4998-E3-05-016-0735-02-ARP-ESSER III**Use of ARP-ESSER III Funds Plan****Instructions**

The LEA must develop a plan for its use of ARP-ESSER funds and submit the plan to ISBE within 90 days.

**A. Provide the URL to access the Use of ARP-ESSER III Funds plan:**[www.sd735.org](http://www.sd735.org)**B. Describe how the LEA will include the information below in the Use of ESSER Funds Plan and how the LEA will gain public input.**

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.

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.

**Use of ARP-ESSER III Funds Plan Contents**

Indicate which information below will be included in the Use of ARP-ESSER III Funds plan. Check all that apply.\*

- 1. use ARP-ESSER III Funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning
- 2. use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as (check all that apply):
  - summer learning or summer enrichment,
  - extended day,
  - comprehensive afterschool programs, or
  - extended school year programs.
- 3. spend the remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (check all that apply):



- Focusing on student groups most impacted by the pandemic
- Interventions and strategies for consideration
- Summer learning and enrichment
- Support educators and other school staff
- Other (specify within the plan)

- 4. ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act 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 (check all that apply):

- students from low-income families,
- students of color,
- English learners,
- children with disabilities,
- students experiencing homelessness,
- children and youth in foster care, and
- migratory students.

- 5. engage in meaningful consultation with stakeholders. Meaningful consultation must occur with the following (check all that apply):

- students;
- families;
- Tribes (if applicable);
- civil rights organizations (including disability rights organizations);
- school and district administrators (including special education administrators);
- teachers,
- principals,
- school leaders,
- other educators,
- school staff, and their unions;
- and stakeholders representing the interests of children with:
  - disabilities,
  - English learners,
  - children experiencing homelessness,
  - children in foster care,
  - migratory students,
  - children who are incarcerated,
  - and other underserved students.

- 6. provide the public the opportunity to provide input in the development of the district plan for the use of ARP ESSER funds and take such input into account.
- 7. use ARP-ESSER III funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning.
- 8. allocate funding both to schools and for districtwide activities based on student need.
- 9. implement an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out- of-school suspensions) and creating a positive and supportive learning environment for all students.
- 10. describe its overall plans and policies related to district support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction.

- 11. describe how the district will use its ARP-ESSER III funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.
- 12. describe how the district will use its ARP-ESSER III funds to sustain and support access to early childhood education programs.

\*Required Field

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**Loss of Learning**[Instructions](#)**A. LEA Reserve Calculation**

An LEA must reserve not less than 20 percent of its total ESSER ARP allocation to address learning loss through the implementation of evidence-based interventions and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

1385043 ARP-ESSER III allocation

277009 Minimum 20% learning loss reserve

**B. Learning Loss Use of Funds**

Select at least one use of funds to address learning loss.\* For each use selected, provide amounts by objects.

	<u>Salaries</u>	<u>Benefits</u>	<u>Contractual</u>	<u>Supplies</u>	<u>Equipment</u>	<u>Total</u>
<input type="checkbox"/> Summer School						0
<input type="checkbox"/> Summer Enrichment						0
<input checked="" type="checkbox"/> Extended Day				36638		36638
<input checked="" type="checkbox"/> Comprehensive After School Program	27000			2696	5000	34696
<input checked="" type="checkbox"/> Extended School Year Program				50000		50000
<input checked="" type="checkbox"/> Other - 1 (Specify) Additional Support for EL/Spec	190664	31500				222164
<input checked="" type="checkbox"/> Other - 2 (Specify) Health Clerk Medical Assistant	38400	4000				42400
Learning Loss total funds budgeted	256064	35500	0	89334	5000	385898

\*Required field

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**Use of Funds****Instructions****A. Funds may be used for any purposes listed in section 18003(d) of the CARES Act, Section 313 of the CRRSA and the ARP, 2021. Respond to the questions below, and complete the table with specific fund uses.**

1. Describe how the applicant will determine its most important educational needs as a result of COVID19.\*

The district will re-implement its benchmark assessment system three times a year. Beginning of the year, Winter, and Spring and will consist of MAP, Fastbridge, F & P, and other internal assessments.

2. Describe how the applicant intends to assess and address student learning gaps resulting from the disruption in educational services.\*

We have moved up our winter assessment window to help better plan for student needs and make adjustments in intervention.

3. Provide the proposed timeline for providing services and assistance to students and staff in public schools.\*

From day 1 we will provide intervention services for students using date from the spring. Then we will assess all students early in the school year and make adjustments as needed.

4. Describe the extent to which the applicant intends to use ARP-ESSER III funds to promote remote learning. If funds will NOT be used to promote remote learning, enter NA.\*

To provide 100 mobile hot spots for use by families without good internet connection during periods of remote, hybrid, or extended instruction.

To provide professional training, supplies, and resources for teachers for remote instructional best practices.

5. Describe how the applicant will address the needs of students who require devices and connectivity in order to access remote learning. If funds will NOT be used for this purpose, enter NA.\*

To provide 100 mobile hot spots for use by families without good internet connection during periods of remote, hybrid, or extended instruction.

6. Describe briefly the program(s) to be carried out with these funds. This description and the detailed amounts below should be consistent with the Budget Detail page.\*

EL Summer School - Provide an extended year option for students in the EL program

Summer Language Academy - Provide an opportunity for all students learn about language and culture of the top 5 languages in the district

Culinary, STEAM, and robotics enrichment activities: Provide acceleration of math learning in enrichment settings.

**B. Digital Divide**

The use of funds by LEAs or other entities in compliance with Section 18003(d) of the CARES Act, Section 313 of CRRSA, and the ARP includes activities that address the digital divide. Such activities include securing access to home-based connectivity and remote-use devices and related issues in supporting remote learning for all students, including disadvantaged populations.

1. Indicate how ARP-ESSER III funds will be used to combat the digital divide across Illinois by selecting one or more of the following (check all that apply):\*

- Remote-use devices acquisition and distribution
- Home-based connectivity acquisition
- Support remote learning for all students, including disadvantaged populations

Other related issues in supporting remote learning (describe below)

To provide 100 mobile hot spots for use by families without good internet connection during periods of remote, hybrid, or extended instruction.

Not Applicable - Funds will be used for purposes other than combatting the digital divide

2. Indicate the number of items provided with grant funds. If these items will not be provided, please enter zero.\*

Wireless Networking Device(s)

100

Technology Device(s)

0

Technology Device Management License(s)

0

**C. Select one or more allowable uses of funds listed below. Provide amount(s) to be budgeted in each category. Total should be consistent with the Budget Detail page.\***

<b>Uses of Funds</b>	<b>Salaries</b>	<b>Benefits</b>	<b>Contractual</b>	<b>Supplies</b>	<b>Equipment</b>	<b>Total</b>
1. <input checked="" type="checkbox"/> Any activity authorized in ESSA, IDEA, Perkins or McKinney Vento, Adult Education and Family Literacy			113845			113845
2. <input checked="" type="checkbox"/> Coordination of preparedness and response with local units of government			5000	2000		7000
3. <input type="checkbox"/> Activities to address the unique needs of:						
<input type="checkbox"/> Low-income children or students						0
<input checked="" type="checkbox"/> English Learners			50000	79000		129000
<input checked="" type="checkbox"/> Children with disabilities	63000	6500	24500			94000
<input type="checkbox"/> Racial and ethnic minorities						0
<input type="checkbox"/> Homeless						0
<input type="checkbox"/> Foster care youth						0
4. <input type="checkbox"/> Developing and implementing procedures for preparedness and response efforts						0
5. <input type="checkbox"/> Training and professional development on sanitation						0
6. <input checked="" type="checkbox"/> Supplies for sanitation	15000	3300		35000		53300
7. <input type="checkbox"/> Planning for and coordinating long-term closures including providing:						
<input checked="" type="checkbox"/> Meals			17500			17500
<input type="checkbox"/> Technology						0
<input type="checkbox"/> Guidance for carrying out IDEA						0
<input type="checkbox"/> Other educational services						0
8. <input type="checkbox"/> Technology						0
9. <input checked="" type="checkbox"/> Mental Health Services	100000	22000	53500	10000		185500
10. <input checked="" type="checkbox"/> Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards			193000		21000	214000
11. <input type="checkbox"/> Develop strategies and implement public health protocols, to the greatest extent practicable, policies in						0

line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and staff

12.  Repair and upgrade projects to improve air quality in school buildings

13.  Other (specify)  
Student and Family Literacy

**Totals By Column**

178000	31800	524845	243500	21000	999145
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Total from Loss of Learning page

Indirect cost amount (should match the indirect costs claimed on the Budget Detail page)

Total Funds Budgeted

**TOTAL FUNDS AVAILABLE**

\*Required field