



*Adventurous Thinkers, Collaborative Learners, Kind Hearted Leaders.*

# Plan for Investing Pandemic Relief Funds ESSER III / American Rescue Plan

Approved by the Creighton Governing Board on August 17, 2021

Updated March 1, 2022

# Purpose

The Creighton School District is committed to investing federal Pandemic Relief funds to offset the impact of the global pandemic. The desired outcomes of these investments are:

- An empowered community, eagerly taking on new challenges and learning
- Strong schools connecting with and developing families and neighbors
- All children being nurtured holistically in mind, body, and spirit
- All children reading fluently
- All educators inspiring learning using the best professional methods and highest quality materials

# Top Priority Areas

## Community Needs:

- Social Emotional Learning, Social Workers & Counselors
- Reduced Student to Adult Ratios to Intensify Learning
- Enriched Learning During & Beyond the School Day
- Family & Community Services
- Increased Compensation & Work Opportunities

## Operational Realities:

- Technology for Learning
- Sustained Virtual Learning
- Oversight and Continuity of Services

# Fund Availability Timeline

All ESSER Fund grants allow for the **reimbursement** of allowable expenses included in an approved application back to **March 13, 2020**

**ESSER I**

**September 30, 2022**

**ESSER II**

**September 30, 2023**

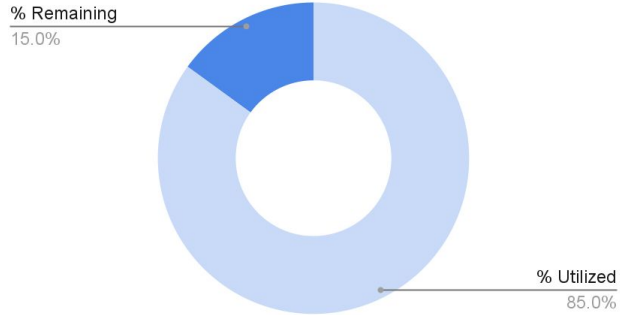
**ESSER III**

**September 30, 2024**

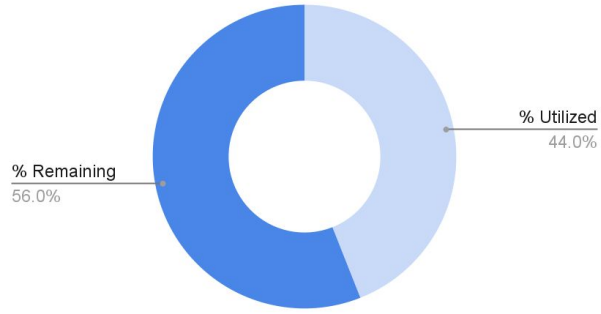


# Fund Utilization to Date

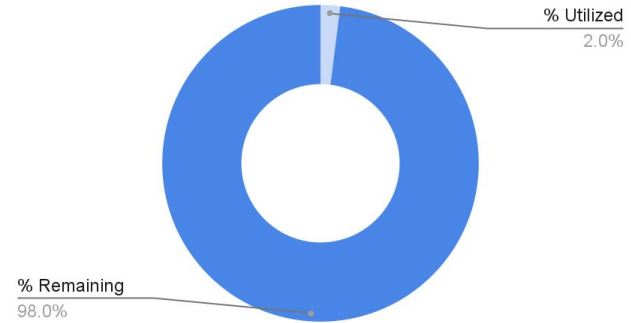
ESSER I



ESSER II

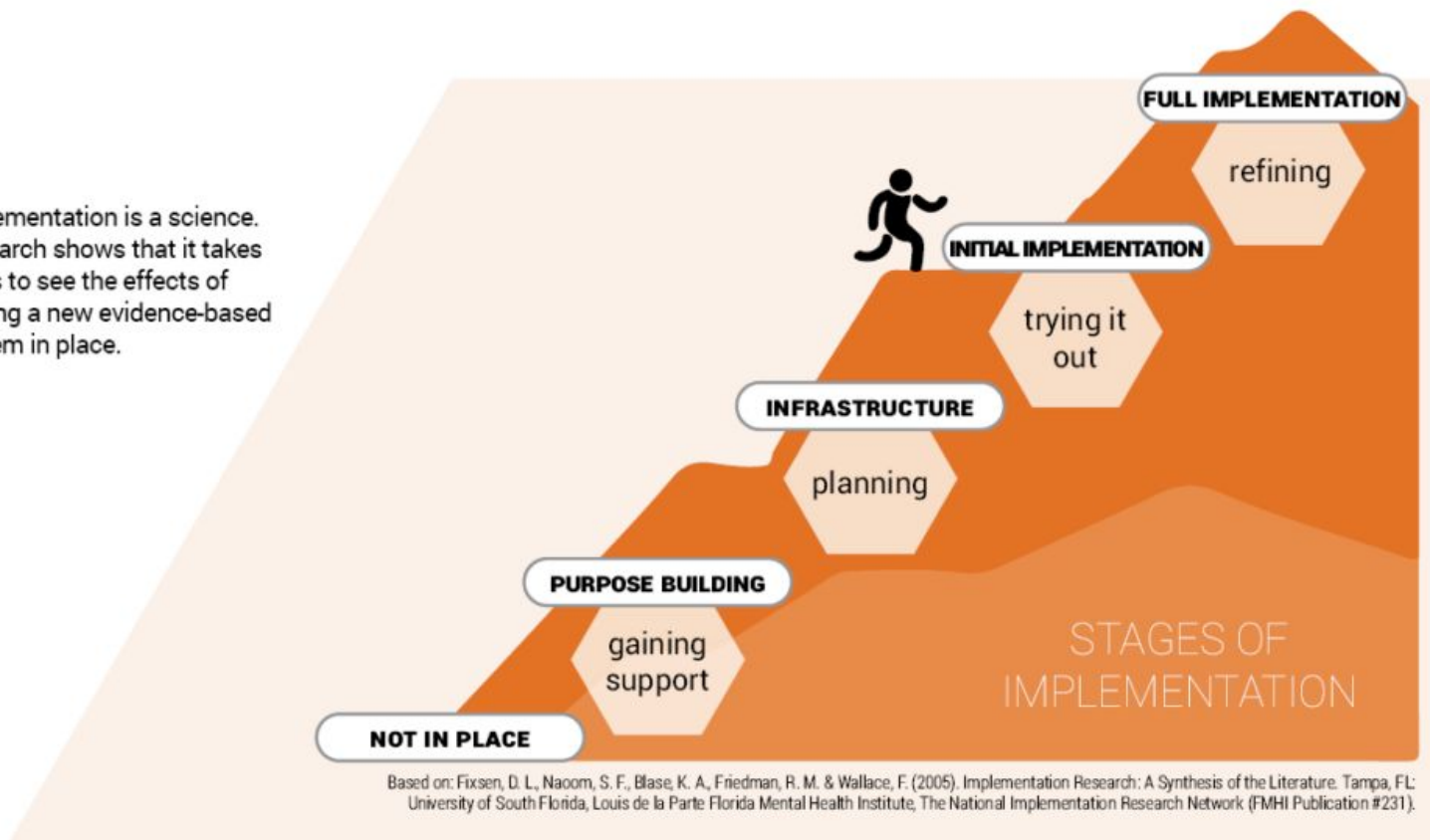


ESSER III





Implementation is a science. Research shows that it takes years to see the effects of putting a new evidence-based system in place.



# Priority 1: Social Emotional Learning

## Initial Implementation

- ❑ Expand Community Based Counseling Services
- ❑ Add Child Justice Support Instructional Support Specialist (2/8 Filled)

## Infrastructure (Unfilled)

- ❑ Add Special Projects Coordinator for Child Justice & Advocacy (1)
- ❑ Add Child Justice Teachers on Assignment (2)
- ❑ Add Child Justice Teachers on Assignment (8)

# Priority 2: Intensive Learning

## Full Implementation

- ✓ **Teacher on Assignment for Inclusion (1/1 Filled )**
- ✓ **Special Projects Coordinator for Reading (1/1 Filled)**

## Initial Implementation

- Add Early Years Literacy Teachers (10/32 Filled)**
- Add Middle Years English Language Teachers (0/8 Filled)**
- Add Instructional Support Paraprofessionals (18/32 Filled)**
- Hire Contracted Substitutes (8/8 Filled)**
- Hire Paid Student Teachers (13/32 Filled)**



# Priority 3: Enriched Learning During & Beyond the School Day

## Full Implementation

- ✓ Stipends and costs for athletics and clubs

## Initial Implementation

- ❑ Allocate \$100 per student for enriched learning and signature program development
- ❑ Add Gifted and Talented Education Teacher (1/1 Filled)
- ❑ Add Band / Instrumental Music Teacher (0/1 Filled)
- ❑ Provide high quality instructional materials
- ❑ Expand Outdoor Learning, Gardening, and Nutrition Education

# Priority 4: Family Resources and Community Education

## Full Implementation

- ✓ Increase Parent and Community Access to Technology
- ✓ Family Resource Facility Improvement\*

## Initial Implementation

- Expand access to Before and After School Services
- Community Early Learning Programs (Preschool Prep)
- Add Registered Nurse (0 /1 Filled)
- Add Health Aide (1/1 Filled)
- Add Special Projects Coordinator for Extended Learning (0/1 Filled)

\*Federal funds will not be used for building improvements. Capital funds will be used.

# Priority 5: Compensation & Work Opportunities

## Full Implementation (Ongoing)

- ✓ Implement the Compensation and Classification (Parity) Study
- ✓ Provide 4 additional days of training and development for paraprofessional staff
- ✓ Expand custodial services based on facility needs (1/1)
- ✓ Provide summer and intersession enrichment learning experiences
- ✓ Expand after school tutoring services to be provided by teachers
- ✓ Expand transportation services for summer and intersession enrichment

# Priority 6: Technology for Learning

## Full Implementation

- ✓ Add Technology Peer Coach Teacher on Assignment (1/1 Filled)
- ✓ Add Help Desk Technicians (2/2 Filled)
- ✓ Deploy Supplemental Instructional Resources (Nearpod)

## Initial Implementation

- ❑ Expand Technology Mentor Teacher Capacity with Hourly Compensation
- ❑ Obtain Expert Professional Services

# Priority 7: Continuity of Virtual Learning

## Full Implementation

### Start up and Sustainability Investments for Creighton Virtual Academy

- ✓ Principal
- ✓ Office Manager
- ✓ Instructional Coach (1)
- ✓ Community Engagement & Outreach Specialist(.3)
- ✓ Supplies and Materials

## Initial Implementation

- ❑ Obtain Expert Professional Development Services for strategies to foster learner engagement and systems development

# Ongoing Operational Realities

## Oversight and Continuity of Services

### Additional Hourly Compensation

- Additional funds for additional mitigation, disinfection and support services
- Additional hourly compensation for professional development

### Additional Support Positions

- Clerical Staff for Business Services and Effective Schools (1 Filled)
- Curriculum Inventory Maintenance Staff for Academic Services (1 Unfilled)

### Indirect Costs

- Mandatory withholding to support business operations and grant disbursement

# Stewardship of Vacancy Savings

## Social Emotional Learning

- ❑ Care Solace Services

## Enrichment During & Beyond the School Day

- ❑ Supplemental Instructional Materials for English Language Arts
- ❑ Playworks *Coach Relay* Program at All Schools

## Increased Compensation and Work Opportunities

- ❑ Offset Increases to Employee Health Care Costs
- ❑ “Sign and Stay” Stipend - \$1,000 for all staff
- ❑ Additional Professional Day for all Staff
- ❑ Professional Development for Paraprofessional Staff

# Appendix

Federal Pandemic Relief Funding Sources

Allowable Uses

Prioritization Process

Membership and Feedback Groups



# Federal Pandemic Relief Funds

Legislation	Designated Funding Appropriation	Creighton Total Allocation
The Coronavirus Aid, Relief, & Economic Security Act (CARES) - March 2020	Elementary and Secondary School Education Relief Fund (ESSER I)	\$3,335,000
	Governors Emergency Education Relief (GEER) <ul style="list-style-type: none"> <li>Enrollment Stabilization Grant (ESG)</li> </ul>	\$1,900,000
The Coronavirus Response & Relief Supplemental Appropriations Act (CRRSA) - December 2020	Elementary and Secondary School Education Relief Fund (ESSER II)	\$13,453,000
American Rescue Plan Act (ARPA) - March 2021	Elementary and Secondary Education Relief Fund (ESSER III)	\$30,009,000 <i>*Update received                      May 25, 2021</i>

# Allowable Uses

## Enriched and Accelerated Learning Opportunities for Children

Extended learning experiences  
Materials  
Technology tools  
Mental health services  
Parent and family engagement  
Professional development

## COVID-19 Mitigation, Compensation, and Environmental Improvements

Families First Coronavirus Relief Act (FFCRA) costs  
Continuity of services  
Facility repairs and improvements  
Sanitation and cleaning services  
Sanitation supplies  
Professional development

# Prioritization Process

Establish an inclusive task force to recommend investments for ESSER II and ESSER III / ARPA funds by:

- Responding to Governing Board Guidance
- Leveraging the Creighton Interdependent Budgeting Process
- Collecting stakeholder input
- Prioritizing based on need



# Task Force Membership 2020-2021

Abigail Broderick, Assistant Principal (BPA)  
Alan Hirsh, Coordinator  
Alex Kurtz, Arizona State University  
Alma Ortiz, Parent (MA)  
Andy Gutierrez, Principal (GW)  
Claudia Urbalejo, Parent (MA)  
Deanna Dumolien, Finance Director  
Deonoveigh Mitchell, Specials Teacher (EX)  
Gail Smith, Parent (MA)  
Ivan Carvajal, Community Ed Director  
Jacinth Groves, ParaPro (MV)  
James Diaz, Specials Teacher (KE@LL)  
Joanna Velazco, Parent (GW)  
Kelley Blakslee, Interventionist (MV)

Kris Hartsuff, ESS Director  
Leslie Owen, Family Resource Center  
Maria Meza, Parent (MA)  
Mark Johnson, Be Kind People Project  
Michelle Berg, CI&A Director  
Mindy Zapata, Headstart  
Pam Burkhardt, Effective Schools Director  
Paul Contreras, Parent (EX)  
Raina Fuentes, Parent (MA)  
SarahBeth George, Coordinator  
Sophie Etchart, Read Better Be Better  
Tiffany Huynh, Teacher (KE@LL)  
Tim Knorr, Specials Teacher (PA)

# Task Force Membership 2021-2022

Alan Hirsh, Coordinator  
Alma Ortiz, Parent (WTM)  
Amanda Bast, (KE@LL)  
Andy Gutierrez, Principal (GW)  
Areyell Williams, Teacher (EX)  
Clarissa Minton,  
Claudia Raya, Parent  
Cynthia Barrera, (GW)  
Deanna Dumolien, Finance Director  
Dianna Carrillo, Teacher (WTM)  
Eddy O'Neil, Teacher (KE@LL)  
Emily Roberts, Teacher (MV)  
Gail Smith, Parent (MA)  
Hannah Tashman, Teacher (BPA)  
Ivan Carvajal, Community Ed Director  
James Diaz, Specials Teacher (KE@LL)  
Joanna Fritsche, Teacher (PA)

Kris Hartsuff, ESS Director  
Mark Johnson, Be Kind People Project  
MaryAnne Horne, Teacher (EX)  
Megan Rios, Teacher (EX)  
Mercedes King, Teacher (KE@LL)  
Michelle Berg, CI&A Director  
Pam Burkhardt, Effective Schools Director  
Robyn Griffith, IT Specialist  
Rocio Hernandez, Parent (WTM)  
Russell Deneault, IT Director  
Sarah Cannon, (Teacher) KE@LL  
SarahBeth George, Coordinator  
Sindy DeLaTorre Pacheco, Parent (BPA)  
Sophie Etchart, Read Better Be Better  
Tiffany Huynh, Teacher (KE@LL)  
Yesenia Stacey, Teacher (WTM)

# Input and Feedback Groups

Bagels with the Board

Biltmore Preparatory Academy Faculty and Staff

Budget Advisory Committee

Capital Planning Team

Community Council

Community Education Team

Compensation Committee

Creighton Kids Congress

Educational Services Team

Equity Working Group

Excelencia Faculty & Staff

Family Resources Team

Gateway Faculty & Staff

Kennedy at Loma Linda Faculty & Staff

Machan Faculty & Staff

Monte Vista Faculty & Staff

Papago Faculty & Staff

Phoenix Union Footprint Partner Districts

Preschool Team

Related Service Providers

Social Emotional Learning Task Force

Special Education Task Force

Superintendent's Teacher Advisory Committee

Survey Respondents

The Creighton Academy Faculty & Staff

# Ongoing Review Process

This plan will be reviewed and revised on a regular basis, at least every six months in accordance with the parameters outlined in the American Rescue Plan Act. Revisions will take into consideration the timing of significant changes to CDC guidance on reopening schools, and will include public input.

The Pandemic Relief Task Force will meet as follows:\*

<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
August 12, 2021	August 18, 2022	August 10, 2023
January 12, 2022	December 8, 2022	December 7, 2023
March 15, 2022	April 13, 2023	April 18, 2024

\*All dates are subject to change