



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

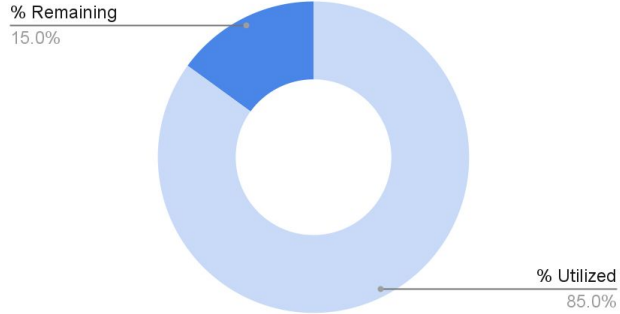
Purpose

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:

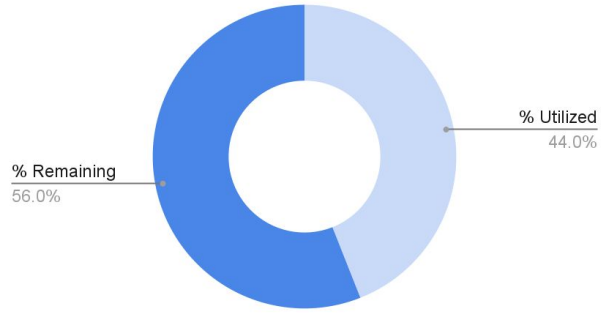
- An empowered community, eagerly taking on new challenges and learning
- Strong schools connecting with and developing families and neighbors
- All children being nurtured holistically in mind, body, and spirit
- All children reading fluently
- All educators inspiring learning using the best professional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

Fund Utilization to Date

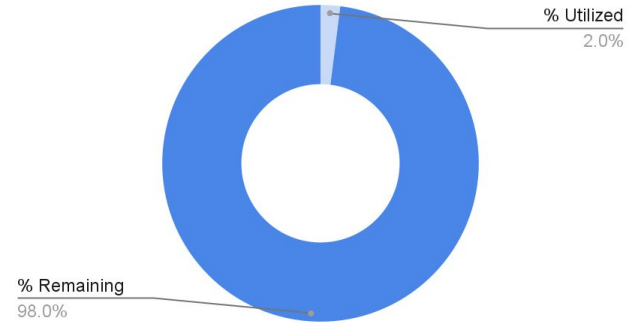
ESSER I



ESSER II

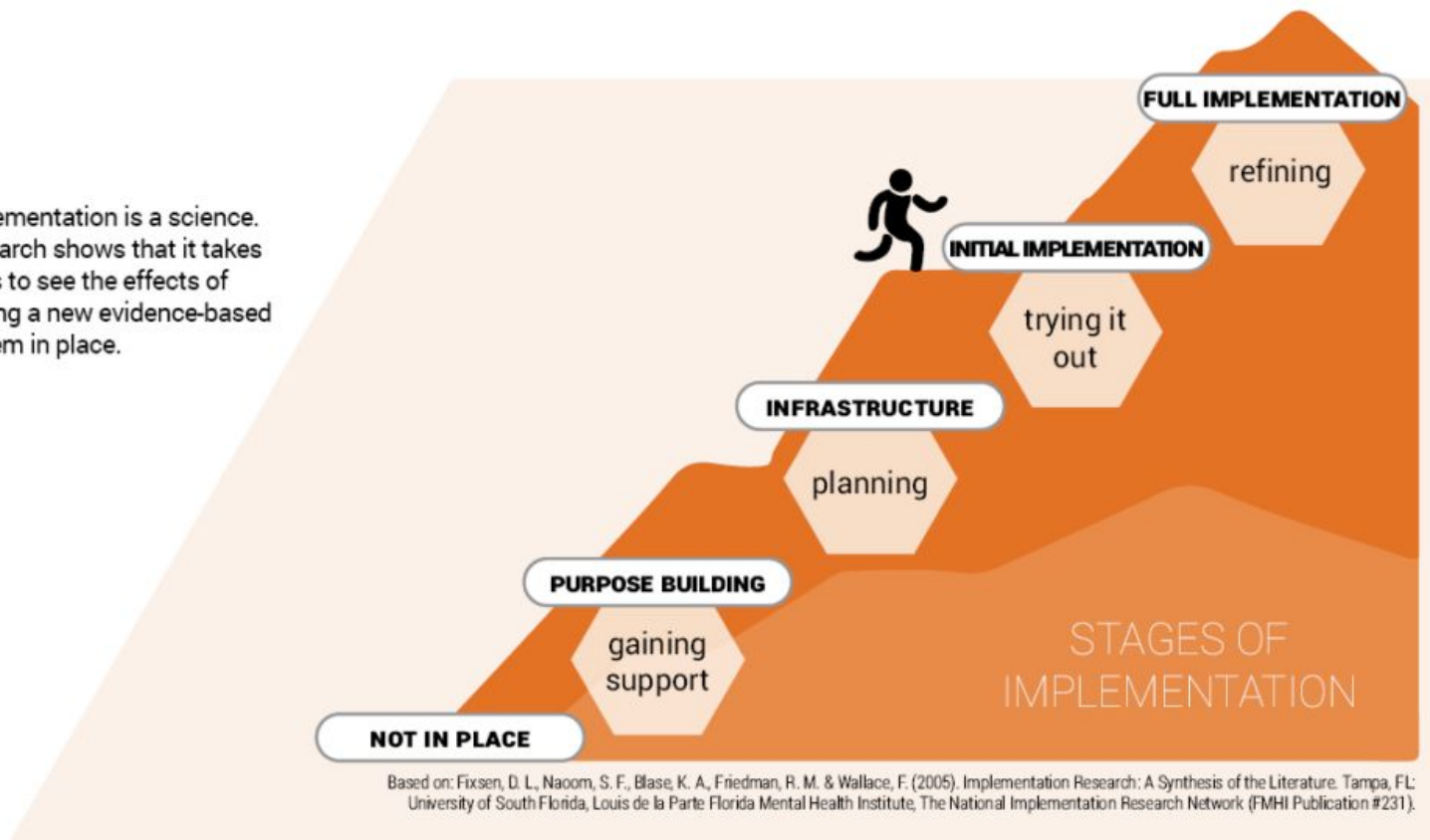


ESSER III





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 (based on FTE)
- ❑ Additional Professional Day for all Staff
- ❑ Professional Development for Paraprofessional Staff

Changing Context · Emerging Priorities

Cost of Implementing Meet and Confer Recommendations

- ❑ Increased salary and associated benefits

Maintaining Support Services as Enrollment Declines (examples below)

- ❑ Health personnel
- ❑ Front office personnel
- ❑ Instructional support personnel
- ❑ Custodial support personnel
- ❑ Instructional Coaching personnel
- ❑ Academic Intervention personnel
- ❑ Administrative personnel

Appendix

Federal Pandemic Relief Funding Sources

Allowable Uses

Prioritization Process

Membership and Feedback Groups

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



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"> Enrollment Stabilization Grant (ESG) 	\$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

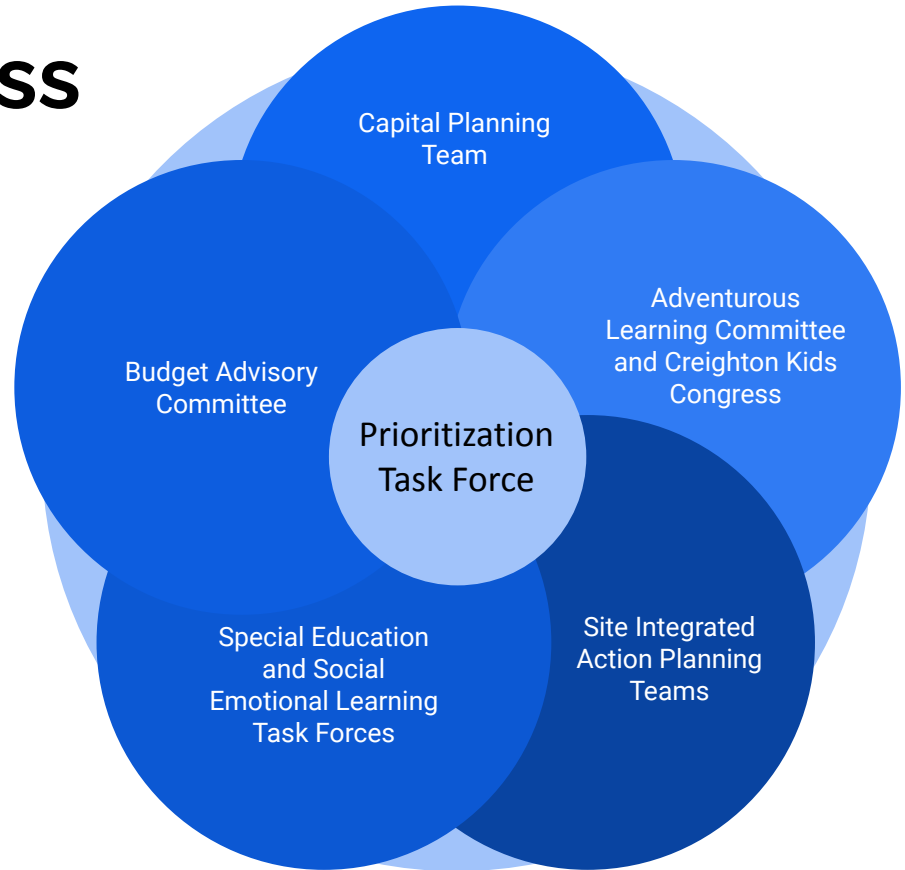
COVID-19 Mitigation, Compensation, and Environmental Improvements

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:*

2021-22	2022-23	2023-24
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