

ARP-ESSER III Funds Plan

Bloom Township District 206



Bridging the Gap to a Brighter Future One Student at a Time



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I. Prevention and Mitigation Strategies

The ESSER III funds will benefit all students including our multilingual, special education, homeless and foster care population. Funding will be expended to aid in prevention and mitigation strategies.

In accordance with guidance from ISBE, IDPH through the CDC, District 206 has put the following in place to assist with staff and student return and foster a climate for learning.

- Installed shielding material in front of 12-month employees and secretaries that have contact with multiple people throughout the day
- Installed shielding material for remaining staff, as needed
- Installed plexiglass sheets on cafeteria tables for students and staff
- Installed signage for traffic flow in stairwells and hallways

Additional actions to support prevention and mitigation strategies through ESSER III Funding:

Action	Rationale
Hire two Culture and Climate Liaisons	Monitor district procedures for COVID safety to reduce the spread of the disease
Acquire additional Mitigation supplies	Provide PPE supplies and protective wear, disposable bins, tests
Hiring two additional nurses	Assist with contact tracing and COVID testing
Security staff	Hire additional security staff to help enforce expectations of social distancing, mask wearing and other mitigation strategies

II. Evidence Based Interventions to Address Learning Loss, Extend time for Learning & College Readiness

The ESSER III funds will benefit all students including our multilingual, special education, homeless and foster care population. Funding will be expended to aid in addressing learning loss/extended time for learning/college readiness.

Instructional Expectations

CDC recommends that schools maintain at least 3 feet of physical distance between students within classrooms. Because of the importance of in-person learning, schools, where not everyone is fully vaccinated, should implement physical distancing to the extent possible within their structures (in addition to masking and other prevention strategies), but should not exclude students from in-person learning to keep a minimum distance requirement.

It is an expectation that classrooms are student-centered. Instruction should be a blend of direct instruction, in addition to collaborative student engagement activities. Cooperative Learning and small group instruction are encouraged while maintaining three feet of social distance when possible. It will be an expectation that Google Classrooms are maintained by each classroom teacher.

As technology has become an important instructional tool, technology should be used to enhance the rigor of instruction and not replace instruction or interaction. [Technology Continuum \(Rigor\)](#)

Addressing Academic Deficits

Teachers will identify the essential standards needed for the course and use data to assess academic gaps and extended enrichment opportunities. It is an expectation that PLC's collaborate around differentiating support and enrichment for students.

Special Education

- Case managers are responsible for monitoring specific goals, working with service providers, and notifying parents periodically to review student progress. Teachers and case managers will work together to ensure students are progressing.
- General education teachers will provide accommodations for students with IEPs and will communicate with the special education teachers regularly regarding academic progress and/or behavioral concerns. General education teachers are required to follow the IEP and differentiate instruction, modify materials, and build support for students with IEPs.
- Resource teachers will support all students with resource minutes and monitor student work. Paraprofessionals will also monitor student work in scheduled Google Classrooms.
- Related service providers (e.g. speech pathologists, social workers, occupational therapists, vision teachers, physical therapists, and hearing itinerant teachers) will provide direct services to students as required by IEPs. All service minutes will be logged.
- IEP meetings will be held onsite. A virtual option is available to parents.
- Clear masks, not face shields, can be worn by staff if it helps with Speech Pathologists' delivery of services.
- IEP meetings will be held in person unless a parent wishes to meet virtually.

Multilingual Education

- Teachers will utilize home language proficiency data to help plan instruction for Emergent Bilinguals.
- Educators must be thoughtful and explicit about the language of instructional activities in which students are engaged. Multilingual Learners should be provided with opportunities to utilize their home language whenever possible. Multilingual Learners should also have daily opportunities to engage in activities in both English and/or the home language within the four language arts domains of reading, writing, speaking, and listening. When designing activities for multilingual students, educators should be aware of the language proficiency level of the students in English and the home language.
- Clear masks, not face shields, can be worn by staff if it helps with instructional delivery such as in world language or ESL Classes.

MTSS

To reach the district mission, Bloom HSD 206 has implemented Multi-Tiered Systems of Support (MTSS), which is a proactive and preventative general education framework that supports ALL students. MTSS integrates data and instruction to maximize student achievement and support the social, emotional, and behavior needs of students through screening, progress monitoring, multi-level prevention system, and data-based decisions. Our MTSS framework can be accessed on our website. [MTSS page](#)

Additional actions to support academics through ESSER III Funding:

Action	Rationale
Significantly Increase the number of students enrolled in the Early College Initiative program (ECI)	Increase dual credit enrollment which is one of the ESSA career ready indicators Through the ECI program, students are exposed to college-level curriculum. One research study showed that students who complete dual-enrollment programs in high school tended to have higher cumulative GPAs during their first three years in college. These benefits held true both for the high-achieving students and students from other subsets. Advantages were also seen in the population of male and low-income students, two subsets that often struggle academically in high school and beyond.
Textbooks	Purchase new textbooks for courses that are aligned to Common Core, NGSS and industry standards as a resource to support instruction
Hire two Learning Loss Coordinators and coordinators to oversee afterschool and summer programming.	Hire additional coordinators to provide comprehensive tiered support to address the full range of students' academic and behavioral needs after school and during the summer. This includes a Learning Loss Coordinator. The Learning Loss Coordinator will assist with the implementation, monitoring, and data collection in response to assisting with the learning loss of students.

After school and summer school programming	Provide after school and summer school programming to target learning loss particularly in the areas of ELA and math.
Evidence based math and ELA intervention programs	Purchase evidenced based math and ELA programs to assist with reading and math interventions and enrichment
STEM Programs	Expand STEM program opportunities for our students along with the purchase of corresponding supplies
Student Instructional Supplies	Provide instructional supplies to aid in addressing student learning loss including but not limited to clear back packs, headphones/earbuds and calculators.
Science laboratory equipment	Upgrade and replace science laboratory equipment It is an ISBE expectation that students participate in lab based sciences.

III. Social-Emotional Learning

The ESSER III funds will benefit all students including our multilingual, special education, homeless and foster care population. Funding will be expended to aid in social emotional learning supports.

The Bloom Township High School District 206 staff realizes that many students have undergone a tremendous amount of mental, financial, and emotional stress during this pandemic. District 206 is committed to providing social emotional support to help students continue to acclimate to being back at school. The district will focus on core principles through PBIS that will guide tiered supports for our students. Additionally, teachers facilitate SEL lessons with students and restorative practices are utilized within our schools.

Additional actions to support SEL through ESSER III Funding:

Action	Rationale
Two additional Social workers	Provide SEL and mental health services, including facilitating social work groups with students around identified needs
Culture and Climate Liaisons	Hire Culture and Climate Liaisons to monitor district procedures for COVID safety to help reduce the spread of the disease
Outsourcing with social agencies	Outsource with social agencies to provide additional mental health and social services to our students
Professional development	Provide professional development to staff on SEL strategies and implementation

IV. Technology to Support Learning

The ESSER III funds will benefit all students including our multilingual, special education, homeless and foster care population. Funding will be expended to aid in technology integration.

Bloom District 206 believes in equity and access. The district has provided access for all students to have a district-issued Chromebook. We have invested in educational tools for our teachers to facilitate instruction and incorporate 21st Century principles.

Noted below is a list of technology video resources that are commonly used in our district for our staff.

[Manage your Google Drive: View, Save, and Export Tips](#)

[Hello Sign in Google Docs to create your own Electronic Signature.](#)

[Translate a Document to Spanish using Google Translate](#)

[Google Support Page: Video from Google on Tips and Tricks for using Apps for Education](#)

[Upload Video from your iPhone with YouTube App then upload to Google Classroom](#)

[Convert Google Slides to Video](#)

[Using Captioning with Google Meet](#)

[Permanent Google Meet in Google Classroom](#)

[Change the Layout in Google Meet to see Multiple Cameras](#)
[Video Journaling with Google Meet](#)
[Adding Video from Discovery Education in Google Classroom](#)
[Create A Virtual Class Classroom with Google Hangouts](#)
[Placing a Telephone Call with Google Hangouts](#)
[Uploading Video to your YouTube Channel for Google Classroom](#)
[Put a Video in your Google Classroom with Screencastify](#)
[Setting up a Google Meet through Hangouts](#)
[Printing PDFs from Chrome and Adobe Reader \(When your PDF doesn't Print\)](#)
[Google Read and Write Extension](#)
[Quick Tips for Organizing your Gmail](#)
[How do we Protect Ourselves and our Network](#)
[Setting up Google 2 Step Verification](#)
[Make Sure your Desktop Antivirus is Up to Date](#)
[Make a Copy of a Google Document that is View Only](#)
[How the Insert Key Works](#)
[Embedding your Camera onto Screen with Screencastify](#)
[Saving an Attachment from Gmail to your Google Drive](#)
[Using Ctrl F to search for a Specific Word](#)
[Getting Started with Google Classroom](#)
[Advanced Tips for using Google Classroom](#)
[Adding Students Manually into Google Classroom](#)
[Scan from Home to PDF without a Scanner](#)
[Introducing Jamboard as an electronic whiteboard](#)
[Make a Screenshot with a Chromebook](#)
[How to Share just Google Form Responses \(with Charts\)](#)
<http://bit.ly/LTctipstomoveonline>
<http://bit.ly/BestPracticeSlides>

Additional actions to support technology integration through ESSER III Funding:

Action	Rationale
Purchase additional Chromebooks and Chromebook carts	Purchase an additional 3,000 Chromebooks to ensure that our district can continue to provide access for our students to receive online resources and engagement digitally
Digital programs	Purchase digital programs to enhance instruction
Servers	Replace 15 servers for the daily operation of the computer network to support student learning
Technology switches	Replace technology switches to support digital learning

V. Stakeholder Engagement

The Superintendent continues to correspond with various constituencies and stakeholders to receive input.

Actions	
Superintendent Letters	Letters and surveys have been sent to both students and parents to receive input. The most survey was sent to parents on July 27, 2021.
Board of Education Meetings Public Participation	At the Board of Education meetings, an opportunity has been provided for parents and the community to ask questions and provide input.
Other	We remain active listeners to staff, students, parents and the community regarding actions for consideration.

Bloom District 206 will continue to utilize data obtained from parent, staff, and student surveys, as well as data that corresponds to academics and discipline. This data helps us with determining program implementation decisions, staffing, and overall strategic planning. We also have student advisory and Parent Connection meetings. Our Superintendent also hosts chats with the staff to gather qualitative data to inform next steps