

## Cedar Falls ESSER III Plan

Cedar Falls Community School District is committed to creating equitable learning opportunities to ensure that all students have access to a free and appropriate public education. This includes, but is not limited to providing additional accommodations and services for students with Individual Education Plans (IEP's), English Learners (ELs), At-Risk Learners (including students participating in Title One, Credit Recovery and Alternative Learning Programs), as well as Gifted and Talented Learners. As always we remain committed to serving every student, every day.

The health and safety of all students and staff remains a top priority. Numerous measures are in place to protect staff and students and to minimize their risk of exposure. Decisions will be made using guidance from national, state and local organizations, to include the Centers for Disease Control and Prevention (CDC) and The Black Hawk County Public Health Department.

The Cedar Falls Community School District intends to use the allowed ESSER III funds as follows:

1. To safely reopen schools and sustain their safe operations to maximize in-person instruction, which is essential for student learning and well-being as outlined within the District's Return to Learn plan. Uses include but are not limited to purchases of personal protective equipment, infectious disease mitigation equipment and supplies to sanitize and clean the district's facilities. Training and professional development on sanitizing and minimizing the spread of infectious diseases. Improving indoor air quality, purchasing educational technology (including hardware, software, connectivity, assistive technology and adaptive equipment) needed to distance students.
2. The district will address the learning loss needs with hiring three general education Interventionist and one Behavior Intervention Strategist. These general education intervention positions will: 1) Collaborate with school teams to review student data and identify skill deficiencies to be targeted by Tier 3 interventions. 2) Work with small groups of students to deliver Tier 3 interventions in math and reading, 3) Collect progress monitoring data for each intervention and modify intervention plans as needed. The behavior interventions strategist will: Collaborate with staff to create, maintain and review student-specific emotional and behavioral support plans, classroom management plans, large and small group SEL interventions, school wide goals and plans that support culture, climate and well-being, and review/collect data to monitor the success and outcomes of all interventions.

Both positions will participate in professional learning surrounding best practices in reading and math intervention as well as MTSS processes.

- The district staff will complete benchmark assessments and surveys to determine that interventions are meeting the needs of the students. Decision Ed will be used to disaggregate the data by subgroups.
3. Staff will provide additional support including but not limited to one-on-one tutoring, before and after school assistance, credit recovery, and summer school.
    - FAST assessments will be used to determine baseline data and student growth

- Fountas and Pinnell assessments will be to determine if students will be recommended for additional services
  - Common Formative Assessments will be used to determine if students have mastered skills and Summative Assessments will be used to determine if skills have been retained.
4. Staff and students will be provided social, emotional and behavioral health support. Staff have the opportunity to participate in the employee assistance program and students may be able to receive additional supports from Black Hawk County Mental Health Services. Provide professional development within professional learning communities, to include but not limited to, social emotional learning, PLC Training: Mike Mattos, and morning meetings.
- The frequency of Morning Meetings will be monitored to determine social emotional learning support.
5. Two classroom additions to Holmes Jr. High at the southeast end of the existing classroom wing. Construction is masonry bearing walls with cavity wall insulation and brick exterior. Exterior aluminum windows and doors. New Airedale unit.
- Improvement will mitigate the risk of virus transmission and support student health by improving the indoor air quality, increasing ventilation and airflow as well as social distancing recommendations provided by the Centers for Disease Control and Prevention (CDC).

These supports will help to make sure no student in the district shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in district programs on the basis of race, color, creed, sex, religion, marital status, national origin, disability, sexual orientation, gender identity, or socioeconomic status. The district prohibits unlawful discrimination against students, including discriminatory harassment on the basis of any protected class identified in state or federal civil rights laws, which has the purpose or effect of creating an intimidating, hostile, or offensive environment, unreasonably interferes with academic performance or affects educational opportunities.

The district will comply with provisions of all applicable acts, regulations, and assurances. The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards requirements in Subpart D - Post Federal Award Requirements (2 CFR 200.300-345) and Subpart E - Cost Principles (2 CFR 200.400-475). Education Department General Administrative Regulations (EDGAR), 34 CFR parts 76, 77, 81, 82, 84, 97, 98 and 99; the OMB Guidelines to Agencies on Governmentwide Department and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in CFR part 3474.

This plan is fluid and will continue to evolve and change. Any changes that are made after the initial release will be dated.