

# Newell-Fonda Community School District

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## ESSER III Plan

August 8, 2022

1. How did the district leadership team consult with the stakeholder groups listed in assurance 5 during the development of the district's ESSER III Plan? (Check all that apply)

- Parent survey
- Staff survey

2. How did the district leadership team determine the district students' academic, social, emotional, and mental health needs? (Check all that apply)

- ISASP data
- Conditions for Learning Survey results - students
- Conditions for Learning Survey results - parents
- Math screening and progress monitoring
- Behavior referral data
- Other - Adoption of math curriculum to address deficiencies

3. Which groups of students have been most impacted by COVID-19 in your district? (Check all that apply)

- Students from low-income families
- English learners
- Children with disabilities
- Children and youth in foster care
- Migrant students

4. How did the district leadership team determine the academic, social, emotional, and mental health needs of the students most impacted by COVID-19?

- ISASP data
- Conditions for Learning Survey results - students
- Conditions for Learning Survey results - parents
- Math screening and progress monitoring
- Behavior referral data
- Other - Adoption of math curriculum to address deficiencies

5. Will the district use ESSER III funds to implement prevention and mitigation strategies related to COVID-19? (yes/no) a. If yes, which of the following prevention and mitigation strategies will ESSER III funds be used to implement? (Check all that apply.)

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) needed to distance students

6. How does the district plan to use the 20% set-aside to address the academic impact of learning loss or to accelerate learning through evidence-based interventions? (Check all that apply)

- Use of evidence-based accelerated learning interventions in literacy
- Use of evidence-based accelerated learning interventions in mathematics
- Use of evidence-based accelerated learning interventions in social-emotional-behavioral health (SEBH), including mental health
- Attendance at/membership in the Leadership Academy established by the Department to help districts and schools implement evidence-based practices
- Attendance at/membership in the Accelerated Learning Academy established by the Department to help districts and schools implement evidence-based practices

7. How does the district plan to use the remaining ESSER III funds consistent with statutory requirements? (Check all that apply)

- Activities authorized by the ESEA
- Activities authorized by the the Individuals with Disabilities Education Act (IDEA)
- Activities authorized by the Adult Education and Family Literacy Act (AEFLA)
- Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE).
- Training and professional development on sanitizing and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the LEA's facilities
- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards Iowa Department of Education guidance should be viewed as advisory unless it's specifically authorized by state statute, according to Iowa Code section 256.9A.
- Improving indoor air quality
- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
- Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive

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educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities

- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors
- Planning and implementing activities related to summer learning and supplemental afterschool programs
- Addressing learning loss

8. Please indicate the extent to which the district has board adopted policies for each of the following health and safety strategies by providing a link to the policy posted on the district's website: Policy Link to Posted Document

Policy	Link to Posted Document
Physical distancing e.g., use of cohorts/podding	
Handwashing and respiratory etiquette	
Cleaning and maintaining healthy facilities, including improving ventilation	
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	
Diagnostic and screening testing	
Efforts to provide vaccinations to eligible educators, other staff, and students	
Appropriate accommodations for children with disabilities with respect to health and safety policies.	

9. The local education agency (LEA) assures that the district's ESSER III Plan will be posted to the district's website and that this plan will be orally translated to parents unable to understand the plan as written; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.