



Dallas Center - Grimes CSD

ESSER III Plan



1. District leadership team consulted with the stakeholder groups listed in assurance 5 during the development of the district's ESSER III Plan with:
 - a. Surveys
 - b. Public Hearing - Board Meeting 6/28/21
2. District leadership team determine the district students' academic, social, emotional, and mental health needs using the following:
 - a. ISASP Data
 - b. Literacy Screening & progress monitoring data
 - c. Behavior referral data
3. Groups of student most impacted by COVID-19 in the district:
 - a. Students from low-income families
 - b. Students of color or from a particular ethnic group
 - c. English learners
 - d. Students with disabilities
 - e. Students experiencing homelessness
 - f. Children and youth in foster care
 - g. Migrant students
 - h. All other students not listed
4. District leadership team determined the academic, social, emotional, and mental health needs of the students most impacted by COVID-19 by:
 - a. Literacy screening & progress monitoring data by subgroup
 - b. Behavior referral data by subgroup
5. The district will use ESSER III funds to implement prevention and mitigation strategies related to COVID-19.
Below are the prevention and mitigation strategies implemented with ESSER III funds
 - a. Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19
 - b. Purchasing supplies to sanitize and clean the Local Education Agency's (LEA) facilities
 - c. Improving indoor air quality
 - d. Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) needed to distance students
6. 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:
 - a. Use of evidence-based accelerated learning interventions in literacy
7. The district plan to use the remaining ESSER III funds consistent with statutory requirements:
 - a. Activities authorized by the Elementary & Secondary Education Act (ESEA)
 - b. Activities authorized by the Individuals with Disabilities Education Act (IDEA)
 - c. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Center for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators and other staff
 - d. Coordinating preparedness and response efforts with State, local, Tribal and territorial public health departments to prevent, prepare for, and respond to COVID-19
 - e. Purchasing supplies to sanitize and clean the LEA's facilities

- f. Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning. Purchasing education technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities
 - g. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors
8. The district has procedures for health and safety strategies in the Return to Learn plan.
9. The 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.