

Sample Narrative for Stakeholder Engagement

Students

The principals of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER III plan and to receive their feedback. There were also students who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via text message and email and posted on the school webpage and Facebook. The following was asked for most from our students: educational field trips, 1 to 1 student technology, and Hands on Learning experiences. Our ESSER III plan has taken into consideration all of these items and provided for them.

Families

The district conducted a District Site Council Meeting to review the ESSER III plan on September 15, 2021. This meeting consisted of community members including teachers, parents, administrators and Board members and students. This was a productive meeting with positive input to the ESSER Plan. Families were also encouraged to fill out a survey to get their input on how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. This was sent to parents, students, and community via text message, email and by posting on our school website. We choose these methods because 95% of our parents report they have Wi-Fi at home, 99% a smartphone, and 76% said this was their preferred method of communication. In our initial survey there were 331 responses to the survey. The breakdown included 254 parents, 98 district staff, 24 community members, and 29 student responses. In our most recent survey focusing on sub groups there were 324 responses with 261 parent/guardian. The most requested items of the surveys revealed that this group was most interested in: Additional after school tutoring programs. Additional personnel for academic interventions. Additional instructional materials and resources. Additional behavioral support intervention. Professional Development for staff focused on social emotional needs. Other requested items supported the use of additional personnel for summer learning programs and additional behavior support. The ESSER III Funds will be focused on additional after school tutoring, summer school, intervention curriculum materials, social-emotional support and staff to support these initiatives.

School and District Administrators including Special Education Administration

All administrators (4) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The three building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: Reading Specialist PreK-12 Social Worker/Counselor After school tutoring program Summer school at all levels Social Emotional support for all levels Healthy Physical Environment supports: PPE / Cleaning supplies / Air purifiers These have all been taken into consideration and are part of our ESSER III plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The school district worked directly with our teachers in site council meetings and ESSER specific staff meetings. We also provided two surveys (open to all respondents) to address funding needs, look at subgroups, and ensure ESSER funds were meeting the needs of students, community, and staff. Due to the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for premium retention payments to maintain the operations of the school district. This agreement was unanimously agreed by the Board of Education and OCNEA to in August of 2021 for the current year and the 2022-2023 school years to assist in maintaining the current staff. The district also included classified staff to gain input on areas to assist the operations during the pandemic. There were a variety of opinions. Some ideas of how to expand the money included but were not limited to: Add another school counselor / social worker to support the social-emotional needs of our students due to the effects of the Pandemic. Provide additional intervention curriculum. Provide Chromebook for students for potential remote learning. Panorama to analyze data for social-emotional and school data. Poster maker/vinyl cutter/live streaming technology to support development of Covid Safety signage and technology to increase the ability to live stream. Provide air purifiers in all classroom spaces to improve air quality and reduce transmission. Provide an additional Preschool Teacher to better social distance classrooms. Premium retention pay. Educational field trips and extended learning opportunities. More staff to work with students 1 on 1 or in small groups. These have all been taken into consideration and are part of our ESSER III plan.

Tribes

Although the district is unaware of any Tribal residents in the community, we do have 5 students who identify as Native American in our school information system. These families had the opportunities to attend site council meetings as well as reply to both of our surveys. USD also reached out directly to these families. USD also emailed the Kansas Association of Native American Education and the Native American Affairs. They encouraged us to talk with our local families which we did and also provided us with links to the Native Education Collaborative which encourages LEAs to address issues of equity, learning loss, social-emotional learning needs, and other critical issues. Through these communications the needs most expressed were: Educational Field Trips, and Social Emotional professional development. These have all been taken into consideration and are part of our ESSER III plan.

Civil Rights Organization including Disability Rights Organizations

Contact was made with the Disability Rights Center of Kansas to speak to Mr. Lane Williams. Although we reached out to this organization, we did not get a response. The Kansas Hispanic & Latino American Affairs Commission responded with "I recently met with a group of Latino students who said if they could change one thing at their school, they would add a bilingual counselor." Additionally, we reached out to the Director of Core Services at the Resource Center for Independent Living, for input. The Resource Center for Independent Living (RCIL) is committed to working with individuals, families, and communities to promote independent living and individual choice to persons with disabilities. Remote learning can be a significant barrier, especially for students with disabilities. To help restore some of the progress lost from remote learning, RCIL advocates for and supports efforts to enhance education services for youth with disabilities. Ideas such as: Additional summer and after school programs. Additional supports in the classroom. Increases in behavioral supports. School health officers. Assistive technology. Para-educators to give students with disabilities their best opportunity to achieve success. Through our ESSER III application, USD plans to incorporate several of the interventions to assist students with disabilities including after school tutoring, summer school programs, and additional health personnel.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We have collaborated with Three Lakes Cooperative to ensure that all students with disabilities; Kansas Kids @ GEARUP, Michelle Nicholson and TFI, Rachelle Roosevelt for students in foster care; as well as inviting teachers and parents of these students to meetings and to complete two surveys. We also spoke in person to several of our Foster Families who supported the below interventions. Through these communications these representatives felt the following would be beneficial for students: Summer Programs. After School Programs. Social Worker/Counselor Professional development in trauma informed care Transportation 1 to 1 student technology (the top request for ELL) We currently do not have students who are migratory or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

Provide the public the opportunity to provide input and take such input into account

The district conducted a District Site Council meeting which was open to the public to review the ESSER III plan on September 15, 2021. To further get input from stakeholders, two community surveys were conducted and posted on the district website to encourage community input. There were 331 responses to the initial survey. The breakdown included 254 parents, 98 district staff, 24 community members, and 29 student responses. In the second survey, 324 people responded with 43 being community patrons. The most requested items of the survey revealed that: After school tutoring programs. Additional personnel (social-emotional & instructional). Additional instructional materials and resources. Educational field trips. These have all been taken into consideration and are part of our ESSER III plan.