

# American Rescue Plan - Elementary and Secondary School Emergency Relief

Implementation Year(s): 2021-22

## RAYTOWN C-2 (048073)

Team Members:	Dr. Steve Shelton	Associate Superintendent of Operations	steve.shelton@raytownschools.org	816-268-7006
	Dr. Brian Huff	Associate Superintendent of Curriculum & Instruction	brian.huff@raytownschools.org	816-268-7025
	Dr. Lynn Tarvin	Coordinator of ELD, Title, and Summer Programs	lynn.tarvin@raytownschools.org	816-268-7032
	Dr. Robert Cordell	Director of Student Support Services	robert.cordell@raytownschools.org	816-268-7004
	Michele Eagle	Assistant Director of Family Support Services and Assessment	michele.eagle@raytownschools.org	816-268-7078
	Jacqui Vernon	Finance Supervisor	jacqueline.vernon@raytownschools.org	816-268-7065
	Amy Cusumano	Director of Special Education	amy.cusumano@raytownschools.org	816-268-7021

1. The LEA must engage in meaningful consultation with stakeholders, taking the input into account for the development of the LEA's plan for the use of ARP-ESSER (ESSER III) funds. The LEA has engaged with the following stakeholders. **(All must be checked)**

- Students;
- Families;
- School and District Administrators (including special administrators); and
- Teachers, principals, school leaders, other educators, school staff, and their unions.

2. The LEA also engaged in meaningful consultation with each of the following to the extent they are present in or are served by the LEA, check all that apply:

- Tribes;
- Civil Rights Organizations (including disability rights organizations); and <br /><br />Stakeholders representing the interest of;
- children with disabilities,
- English learners,
- children experiencing homelessness,
- children and youth in foster care,
- migratory students,
- children who are incarcerated, and
- other underserved students (supply any additional groups).

3. The LEA sought and took into account public comment on their Safe Return to In-Person Instruction and Continuity of Service Plan.

- Yes

4. By June 23, 2021, the LEA posted, on their website, their Safe Return to In-Person Instruction and Continuity of Service Plan.

- Yes<br /><br />If yes, please provide the hyperlink for the LEA's Safe Return to In-Person Instruction and Continuity of Service Plan. If the LEA does not have a website, the LEA should email its Safe Return to In-person Instruction and Continuity of Services Plan in .pdf format to <a href="mailto:webreplyfgm@dese.mo.gov">webreplyfgm@dese.mo.gov</a>

5. Who has the LEA identified as most impacted by COVID-19? If the LEA has not yet identified one or more groups impacted, skip question 6 and go to question 7. (Check all that apply)

- Students from low-income families.
- Students from each racial or ethnic group. (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English Learners
- Children with disabilities (including infants, toddlers, children and youth with disabilities eligible under the Individuals with Disabilities Education Act)
- Students experiencing homelessness
- Children and youth in foster care
- Migratory Students
- Youth involved in the criminal justice system
- Students who have missed the most in-person instruction
- Students who did not consistently participate in remote instruction when offered during building closures
- LGBTQ+ students
- Other

individual students who have been identified by social workers, counselors, teachers and other district staff through observation and parent notification

6. If question 5 was answered: How will the LEA re-engage and support these students?

LEA Comment:

The Raytown C2 School District will re-engage and support our most impacted students by:  
Employing 18 social workers, 26 counselors, 19 interventionists, 12 administrative interns, and 3 therapists to support the social and emotional needs of our students and their families. 15 of these positions are new. Training 5 (buildings/staff members) on the principles of being a Trauma Smart School with the goal of training the 6 remaining elementaries next year. This training, including all staff—teachers, food service, custodial, administration, and SROs —will help staff identify students and families impacted by Trauma and support them through the recovery process.  
School day and after school focused tutoring and targeted tiered instruction will be provided in reading and math at all levels as well as for high school students who are not on track to graduate with their cohort. School day and after school support groups, clubs and activities will be provided based on student need and interest. This will help students and staff to build relationships and address student needs.  
Schools will partner with PTAs to develop building and district wide programs and activities to support students needs. Examples are Back to School Nights, Meet the Teacher Nights, Carnivals, College and Career Planning, Cyber and Data Security, and STEM in the Gym.  
Additional staff will be hired to support students with 504s, IEPs, needs for homebound instruction, and expanded Missouri Options opportunities.  
Additional 6 teachers will be hired to reduce elementary class sizes.  
Panorama software will be utilized to track social emotional services. This will allow more efficient and effective coordination of efforts.  
Increased home visits by social workers and Parents as Teacher staff.  
Staff will provide support through elementary classroom meetings and secondary advisory classes.  
Full time building substitute teachers will be hired to maintain established relationships with students and consistency of instruction and procedures.  
Customer service training will be provided to administrators and office staff to ensure our students and families are welcomed and their needs are addressed.  
Washers and dryers will be purchased to ensure students have clean clothes.  
Personal hygiene items will be available for students and families  
Dental assessments will be provided and some services will be performed  
Vision assessments will be provided and some glasses will be provided  
Vaccination clinics will be available

7. If question 5 was not answered or blank and the LEA has yet to identify the students most impacted by COVEID-19 (Question 5), how and when will the LEA identify those students and their needs?

LEA Comment:

8. Describe any actions the LEA will take to ensure all students feel welcome at school. LEAs may wish to consider how it will support students needing to or wishing to wear masks in an environment where not all are required or how accommodations can be made for students who struggle to wear a mask when mask are required. LEAs may also wish to consider how it will make re-entry to in-person instruction comfortable for students that are transitioning from distanced instruction.

**LEA Comments:**

The Raytown C2 School District will take the following actions to ensure all students feel welcome at school:

Many of the supports referenced in question 6 apply to this question as well.

In addition to the supports mentioned earlier, the district will:

- Provide masks to any student who wants or needs one
- Communicate our efforts to ensure a sanitized and clean environment
- Communicate our efforts to ensure proper ventilation and air purification
- Provide a virtual instruction option for students/families who feel safer staying at home.
- Quickly address any issues of bullying or harassment associated with wearing or not wearing masks.
- When possible and appropriate, allow students to remove masks for periods of time.
- Maintain small groupings/cohorts of students when possible
- Serve some meals in classrooms
- Provide consistency with routine and structures to help students re-acclimate to full time attendance

9. Describe any actions the LEA will take to reduce students being excluded from in-person instruction to the maximum extent practicable.

**LEA Comments:**

Provide Masks, Encourage Social Distancing, Elementary Students Eating Breakfast in Classrooms, Air Purification, Improved Ventilation Practices, Voluntary Vaccination Clinics, Maintaining Learning Cohorts

10. Will the LEA allocate ESSER III funds for:

- Districtwide Activities
- School Level Activities
- Both

11. Describe the LEA's methodology for distributing funds based on student need.

**LEA Comments:**

Believing that our staff is the greatest resource to our students and their success, a very high percentage of our allocation will be distributed to staffing and increased staffing throughout all buildings and departments in the district. We will provide more targeted and additional services to schools within our district that have a greater proportion of students showing a specific need for services. As needs change, resources will be moved, added, reduced or changed.

12. The LEA has reserved at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, high dosage tutoring, full-service community schools, mental health services and supports and adoption or integration of social emotional learning into the core curriculum/school day, or extended school year programs, and ensure, through regular evaluation, that those interventions respond to students social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups by implementing;
- a.) **Comprehensive afterschool programs**

- Comprehensive afterschool programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

Focused Tutoring, After School Care, Co and Extra Curricular Activities, Clubs and Groups

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

The district will provide these supports using local funds.

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

We will use pre and post assessments to determine the effectiveness on participating students compared to non-participating students. \_ Tutoring - Number of students participating and Successful completion of the course; GE and Activities - Number of students participating and perception; Perception data

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

**b.) Extended day programs**

- Extended day programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

**c.) Extended school year programs**

Extended school year programs *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

**d.) High dosage tutoring**

High dosage tutoring (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

Both pull out and push using our Reading and Math Specialists and well as Instructional Assistants, Focused credit recovery using standards based grading, Expanded Missouri Options Program, School Within a School Program

2: Budget Amount: (How much will the LEA spend on the intervention?)

\$2,500,000

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

We will use pre and post assessments to determine the effectiveness on participating students compared to non-participating students. We will also use formative assessments to determine progress over short time spans in order to customize interventions for students. Number of students participating , Reading and Math Scores, Credits Earned, Graduation Rate,

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

e.) **Summer enrichment**



Summer enrichment *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

All students are eligible for the district's summer enrichment program. This comprehensive program addresses all curricular areas.

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

The district will provide these supports using local funds.

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

We will use pre and post assessments to determine the effectiveness on participating students compared to non-participating students. \_\_\_ Number of students participating, completion, credits earned, perception Data, attendance

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

**f.) Summer learning**

- Summer learning *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

Identified elementary and middle school students will have access to additional reading and math instruction.

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

The district will provide these supports using local funds.

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

We will use pre and post assessments to determine the effectiveness on participating students compared to non-participating students. Number of student participating, attendance data, completion

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

**g.) Full-service community schools**

- Full-service community schools *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1) *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

**h.) Mental health services and supports**

- Mental health services and supports (If checked, please respond to the 4 items below)

1: Description: (what will the LEA do?)

Social Workers, Counselors, Interventionist, Admin, Interns, ReDiscover, Trauma smart School Training, Implement Restorative Justice Programming

2: Budget Amount: (How much will the LEA spend on the intervention?)

\$1,330,000

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

We will track services for students in Panorama and identify key markers such as frequency for threats of suicide, frequency of accessing recommended outside therapy, frequency for accessing school based services and self assessments of stress and mood. Attendance, referrals to outside agencies, Discipline data, perception

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

**i.) Adoption or integration of social emotional learning into the core curriculum/school day**

Adoption or integration of social emotional learning into the core curriculum/school day *(If checked, please respond to the 4 items below)*

1: Description: *(what will the LEA do?)*

2: Budget Amount: *(How much will the LEA spend on the intervention?)*

3: Method of Evaluation: *(How will the LEA evaluate the effectiveness of the intervention?)*

4: Evaluation Frequency: (select only 1)   
 *(How often will the LEA evaluate the effectiveness of the intervention?)*

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

j.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

k.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

I.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

m.) **Other** (explain)

Other (If checked, please respond to the 5 items below)

1: Description: (what will the LEA do?)

2: Budget Amount: (How much will the LEA spend on the intervention?)

3: Method of Evaluation: (How will the LEA evaluate the effectiveness of the intervention?)

4: Evaluation Frequency: (select only 1) (How often will the LEA evaluate the effectiveness of the intervention?)

- At least weekly
- At least monthly
- At least quarterly
- At least every semester
- At the end of each year

5: Evidence Tier: (select only 1)

- Strong evidence from at least one well-designed and well-implemented randomized trial.
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental design study.
- Promising evidence from at least one well-designed and well-implemented correlational study that controls for selection bias.
- Rationale based on high-quality research findings or evaluation; includes ongoing efforts to examine effects of intervention.

13. The LEA will use funds to address mitigation and prevention strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning. (Check if LEA plans to use funds for mitigation strategies)



**Supplies:** *E.g.*

- Cleaning Supplies
- Hand Sanitizer
- Hand Soap
- Masks

  
 Budget Amount:

\$150,000

**Staffing:** *E.g.*

- Health services/contact tracing vaccination

  
 Budget Amount:

\$420,000

**Distancing:** *E.g.*

- Barriers
- Extra Staffing
- Extra Transportation

  
 Budget Amount:

\$250,000

**Services:** *E.g.*

- Cleaning Services
- Transportation Services
- Counseling Services
- Nursing Services
- Contact Tracing
- Vaccinations

  
 Budget Amount:

**Equipment/Capital Expenditures:** *E.g.*

- UV Lights
- Fogger
- Scrubber
- Windows
- Bottle fillers

  
 Budget Amount:

**Total:** (Please enter the total of your budget amounts)

\$820,000

14. How will the LEA use the rest of the ARP-ESSER (ESSER III) funds? (Please enter your description next to each allowable use that applies.)

\* The Uniform Guidance at [2 CFR § 200.407](#) requires prior written approval from DESE for certain costs, such as the purchase of real property; equipment and other capital expenditures; entertainment costs; and travel costs.

- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for and respond to COVID-19;
- Training and professional development of sanitizing and minimizing the spread of infectious diseases;
- \*Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- \*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.
- Planning for or implementing activities during long-term closures, including providing meals to eligible student 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 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;
- Other activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff  

We will use ESSER-III funds to pay secondary teacher salaries, custodial salaries, contracted substitutes, bus leases, No items listed qualify for Capital Outlay. Secondary Teachers Salaries to educate students during Covid-19. The allowable activities under ESSER III include "Other activities necessary to maintain LEA operations and services and employ existing staff." We want to maintain current staffing levels to allow for consistency of relationship and high quality instruction to ensure a quality return to school and recovery of lost learning. Custodial Salaries to prevent Covid-19 spread through cleaning of buildings Kelly Substitutes in response to cover classrooms during staff quarantines/illness Santander and Midwest Transit Bus Leases to transport students during Covid-19.