

SUTTON PUBLIC SCHOOLS

SAFE RETURN TO SCHOOL PLAN 2021-2022



Discussion and public comment – Monday, July 19th @8:00PM during regular board of education meeting.

Reviewed and public comment – Monday Dec 20th, 2021 @7:30PM, regular board of education meeting.

Sutton Public Schools

1107 N Saunders Ave.

Sutton, NE 68979

suttonpublicschool.org

A Safe Return Plan

General Information (Pursuant to the Federal American Rescue Plan)

On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021, Public Law. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER III) Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the COVID-19 pandemic. The ARP Act requires each school district that receives ARP ESSER funds to develop and make publicly available on the school district's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction, and continuity of services for all schools (Safe Return Plan). The ARP Act further requires that the district seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. A school district must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Please Note: The district plans to operate in a traditional learning environment during the 2021-2022 school year, just as we did in 2020-2021. The only possibility of another education setting would be if there is a state or federal mandate that requires school districts to close.

Universal & Correct Wearing of Masks

The school may mandate masks if a state or federal mandate requires school districts to mandate masks. Masks will be optional unless the district believes an individual has been exposed. Mask wearing protocols may be implemented should the situation warrant.

Masks must be worn over both the nose and mouth at all times. School staff shall model correct and consistent mask use. Students who refuse to wear masks will face consequences consistent with the district's discipline policies. Parents may provide an approved face covering for their child(ren), but the district will have them available at no cost to the student.

Modifying Facilities to Allow for Physical Distancing (e.g., Cohorts or Podding)

If the school would have a significant increase in COVID-19 activity, the school would implement physical distancing in the facility and would follow the same protocols used in the 2020-2021 Return to School Plan.

Handwashing & Respiratory Etiquette

PK-12 students will be asked to wash their hands frequently. In addition, the district will Post signage about frequent hand washing, cough etiquette, and nose blowing. Signage will be widely posted, disseminated, and encouraged through various methods of communication.

Cleaning & Maintaining Healthy Facilities (Including Improving Ventilation)

The following essential actions will be taken to ensure that the facilities are safe for students and staff to inhabit. The district will:

- Change air filters regularly.
- Daily cleaning of all classrooms and student used areas.

- Post signage about frequent hand washing, cough etiquette, and nose blowing. Signage will be widely posted, disseminated, and encouraged through various methods of communication.

Contact Tracing (Isolation & Quarantine)

The district will monitor students and staff who may have been exposed. If symptoms occur, student(s) or staff member(s) will be sent home. The district will not be asking healthy students or staff members to quarantine if identified as being exposed. Those individuals will be required to monitor symptoms by means of a district established screening process.

Diagnostic & Screening Testing

The district will not temperature check or screen students and staff until there is a determined need as identified by the Superintendent or designee based on current conditions. For example, to ride the school bus, participate or attend school activities, or enter the school building, diagnostic and screening testing will be administered per the guidance in the Sutton Public Schools 2020-21 Return to School Plan as posted on the school website. Last year's plan continues to be the reference document should COVID-19 cases increase to a level that warrants an adjustment in protocols. Any changes to protocols will be communicated to staff, students, and parents. We ask all parents to continue helping eliminate the spread of any virus by keeping their students' home when they are not feeling well.

Efforts to Provide Vaccinations to School Communities

The administration will work with South Heartland District Health Department to provide space at school for vaccination clinics should the demand for the vaccine warrant.

Accommodations for Children with Disabilities

Students qualifying for extra support through an IEP or through a 504 plan will continue to receive services and support according to their plans throughout the 2021-2022 school year. Accommodations, modifications, and related services will be provided as outlined in a student's plan during in-person learning.

Coordination with State & Local Health Officials

Similar to the 2020-2021 school year, the superintendent will meet as needed on a regular basis with the state and local health officials.

Continuity of Services

If the district is closed due to mandatory closure by state or federal officials, ALL K-12 students have a digital learning tool provided to ensure continuity of instruction. In addition, students will continue to be provided accommodations as stated in their IEP or 504 plans during remote learning. Parent input will be sought to develop a plan for the provision of remote IEP services and student progress will be reviewed by the student's team when in-person learning resumes.

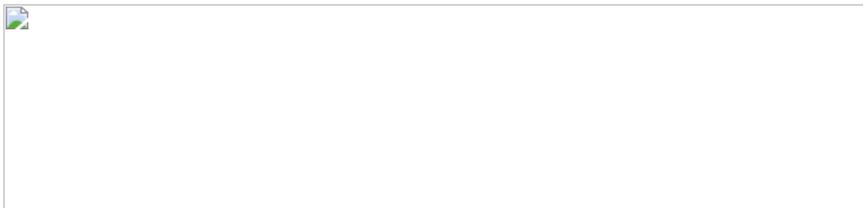
If the school district is closed due to mandatory closure by state or federal officials' lunch may be provided to students through a USDA approved program. School counselors and mental health support staff will be available online by appointment for any students or staff in need of assistance.

Closures

The Board of Education and Administration would like to personally thank all Sutton Public staff members, students, and parents for your dedication and efforts during the 2020-2021 school year. Everyone worked tirelessly to ensure that students were being educated in-person during a global pandemic. The district is appreciative of everyone’s flexibility and patience. It is possible that there will be some uncertainty regarding what lies ahead this school year concerning the COVID-19 pandemic, but the district’s plan is to operate in a traditional learning environment during the 2021-2022 school year.

Public Comment Requirements

July 9 th , 2021	Draft sent to building principals for review
July 9 th , 2021	Draft sent to Board of Education for review
July 12 th , 2021	Draft sent to all Staff for review
July 15 th , 2021	Draft will be posted on the school district website
July 15 th , 2021	Survey will be posted on the school district website for public feedback
July 19 th , 2021	Draft reviewed and discussed at public board meeting – public comment permitted during public comment agenda item
August 2 nd , 2021	Final draft shared with BOE at school board work session
August 4 th , 2021	Final draft shared with all staff, parents and students on school webpage
December 20 th , 2021	6 month required review of document will occur and public feedback will be gathered. Reviewed at the Regular Board Meeting.



Applicant: 09-018-0002-13 SUTTON PUBLIC SCHOOLS
Application: 2020-2021 ARP Act ESSER III 6998 - 00-
Cycle: Amendment 2

American Rescue Plan - ARP - ESSER III - 6998

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Overview	Allocations/Contact Information	Program Information	Staff/Equipment	Budget	Assurances/GEPA	Amendment Description	Submit	Application History	Page_Lock Control	Application Print
Instructional Staff			Noninstructional Staff		Operational Equipment			Capital Assets		

American Rescue Plan (ARP) ESSER III Grant - Capital Assets
Budgeted in Object Code 700

Prior written approval is needed for any capital assets purchases. There are two forms available for this application:

1. [Non Construction Project Form](#)
2. [Construction Project Form](#)

A PDF of the pre-approval form(s) completed by the district and approved by a Federal Programs Administrator MUST be uploaded to this page.

Equipment is any instrument, machine, apparatus or set of articles that meets ALL of the following:

- a. Under normal conditions of use can be expected to last longer than a year,
- b. Does not lose its identity through fabrication or incorporation into a different or more complex unit,
- c. Is nonexpendable (more feasible to repair the item than to replace),
- d. Retains its appearance and character through use,
- e. Is of significant value and/or may be
- f. Small and attractive.

Itemize equipment items costing \$5,000 or more per unit or equipment that must be capitalized (depreciated).

Only equipment that has a unit cost of \$5,000 or more can be budgeted in Object Code 700 on the Budget Detail page. This change in guidance is necessary to align the Grants Management System (GMS) with the NDE's Users Manual.

This page is not linked to the Budget Summary and must be entered on the Budget Detail page in the 700 Object Code column.

Itemize proposed Capital Assets that will be funded with this grant. Select Add Additional Entries if you need to enter more items.

Trane Climate Changer Air Handler

Location

Unit Cost

Quantity

Calculated Total Cost:

1 minivan and 1 12-passenger van

The attached non construction form for 12 passenger van is signed/approved by Beth.

The attached non construction form for the mini van has received verbal approval, but not signed.

Location

Unit Cost
 Quantity
 Calculated Total Cost:

Playground equipment

Location
 Unit Cost
 Quantity
 Calculated Total Cost:

Replace existing HVAC unit in Jr/Sr High Library

Location
 Unit Cost
 Quantity
 Calculated Total Cost:

Hidden Allocation Totals 370337

- [ESSERS III 12 passenger van appr-20211008113624-dwiseman.pdf](#)
- [ESSERS III Mini Van 10-8-21-20211008113315-dwiseman.pdf](#)
- [ESSERS III Mini Van-20210915092239-dwiseman.pdf](#)
- [SPS_20210915_094913_-1--20210929094346-dwiseman.pdf](#)
- [SPS_20211027_135719-20211027032054-dwiseman.pdf](#)
- [SPS_20211027_144623-20211027032123-dwiseman.pdf](#)
- [Sutton Const Form HVAC Rev-20210915092302-dwiseman.pdf](#)
- [Sutton Const Form Library HVAC-2021110014250-dwiseman.pdf](#)
- [Sutton Const Form Playground Rev-20210915092322-dwiseman.pdf](#)
- [Sutton Non Const Minivan FINAL-2021110014427-dwiseman.pdf](#)
- [Sutton Non Const Minivan REV-20210915092427-dwiseman.pdf](#)

File name cannot include special characters (e.g.: \$, #, &, â€ ,â€), and cannot exceed 10 MB. Uploading files that do not comply with these restrictions may result in error and loss of data.

No file chosen

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user ID: dwiseman



For additional information please contact the Nebraska Department of Education

[Contact Us](#)

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Allowable Uses	Intent and Purpose
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American Rescue Plan (ARP) ESSER III Grant Funds - Intent and Purpose

ESSER III Master Instructions

Public Education

1. Describe how the District engaged stakeholders in meaningful consultation on the Plan for Use of Fund. Answers must be detailed. Stakeholders must include, but are not limited to: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests 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 ([count] of 2500 maximum characters used) All PK-12 student needs were considered when developing a plan for ESSER III money.

July 9th, 2021 Draft sent to building principals for review
 July 9th, 2021 Draft sent to Board of Education for review
 July 12th, 2021 Draft sent to all PK-12 Staff for review. On June 22nd, 2021 an email was sent to Sutton Education Association to inform them of the money and ideas for spending.
 July 15th, 2021 Draft will be posted on the school district website
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2. Describe the following components in regards to stakeholder engagement for the Plan for Safe Return. Answers must be detailed.

a. Who was consulted? How did the consultation occur and what were the outcomes?

([count] of 2500 maximum characters used)

All PK-12 student needs were considered when developing a plan for ESSER III money.

July 9th, 2021 Draft sent to building principals for review
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permitted during public comment agenda item

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The Safe Return Plan was developed and input was gathered through means of School Board meetings during public comment time and website link. A survey was added to the website allowing the public opportunity to provide input.

b. Revisions to plans are statutorily required every 6 months. What systems, structures or procedures is the district putting in place to ensure revisions are made to address developing or changing student needs and community priorities? How will the district continue to engage stakeholders in the process of revision?

([count] of 1000 maximum characters used)

The district will follow the same process to make the 6 month revisions to the plan as were followed when creating the plan in July, 2021. The Administrative Team will meet January 10th, 2022 to discuss changing needs. An all staff inservice is scheduled for January 17th, 2022 to discuss the plan and gather input for change. The draft will be sent out to all staff via email following the January 17th inservice for continued review. The revised draft will be posted on the school website along with a survey, gathering public input. The revised draft will be presented to the Board of Education at the February 21st Regular Board meeting. Public comment will be permitted at the time of the February 21st Regular Board meeting.

c. The district URL address where the Plan for Safe Return can be found. **ARP Act pf 2021 (H.R. 1319)**

([count] of 500 maximum characters used)

suttonpublicschool.org

3. A minimum of 20% of the allocation must be expended to address learning loss. Answer the following questions? Answers must be detailed.

a. How will 20% of the allocation be used to address student learning loss?

([count] of 2500 maximum characters used)

Update Curriculum K-12 Language Arts and K-12 Math

b. At what level of evidence are the specific intervention(s) or strategy(ies) to address learning loss? If the answer is “Demonstrates a Rationale” the District Must upload a file with information about the Evidence Based Rationale.

ESSER III - Evidence-Based Interventions - Google Docs

Strong Moderate Promising

Demonstrates a Rationale

c. What evidence does the district have to support the specific intervention(s) or strategy(ies) to address learning loss?

([count] of 2500 maximum characters used)

Conversations with all teaching staff regarding the updates to the K-12 Language Arts and K-12 Math curriculums are in process. PK-12 student data will be considered: MAPS testing. Our CSI Data Team will review all district academic data, specifically in the areas of K-12 Math and K-12 Language Arts. Curriculum selection will be aligned as outlined by the ARP Act (Elementary and Secondary School Emergency Relief (ESSER III) Fund).

d. Include the hyperlink to the evidence source.

([count] of 2500 maximum characters used)

No source selected yet. TBD

e. How are these resources providing support for students that missed instructional time?

([count] of 2500 maximum characters used)

New Curriculum will be current and materials will allow students the opportunity to meet target objectives to learning goals.

f. How are these resources providing support for students that have been historically marginalized? (ie: students of color, students who are

economically disadvantaged, English learners, and students with disabilities). **Learning Loss Document**

([count] of 2500 maximum characters used)

The new, up to date curriculum will include activities to address ALL learner needs.

4. What are the anticipated outcomes for the districts investments? Consider this: If we do x, we expect y to occur, leading to z in regards to student outcome. A district may have multiple theories of action based on the district's investments.

([count] of 2500 maximum characters used)

Up to date curriculum will meet this generation of student's needs, resulting in improved learning.

New air handler will provide clean air circulation in the theater, minimizing COVID19 and other viruses transmission.

Adding one minivan and one 12-passenger van to the fleet will allow for adequate social distancing, minimizing COVID19 transmission.

Additional playground equipment will allow for adequate social distancing, minimizing COVID19 transmission.

5. What student data (ex. Perceptual, Process, Demographic, Achievement) did the district use to determine the priorities? Be specific in your answer.

([count] of 2500 maximum characters used)

Student Achievement Data: MAPS testing and ACT scores are considered for curriculum changes.

Perceptual: Considering social distancing requirements to the number of students to transport and allowed out on the playground, additional vehicles and equipment is needed.

An old functioning air handler is not efficient. A new air handler will circulate cleaner air.

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Allowable Uses	Intent and Purpose
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American Rescue Plan (ARP) ESSER III Grant - Allowable Uses

ARP ESSER III Instructions

Use of Funds: A local educational agency (LEA) that receives funds under this title may use the funds for one or more of the following 17 areas. Please check one or more of the intended use of funds areas and describe the proposed activities. You will be required to indicate the function code(s) when completing the budget detail.

- 1. Administration: Only reasonable and necessary for administering the grant. Time and effort will be required. If administrative funds are being used, it must be explained in detail.
- 2. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- 3. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- 4. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. ** This Allowable Use is not available for ARP ESSER III. ***
- 5. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- 6. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- 7. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- 8. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- 9. Planning for coordinating and implementing activities during long-term closures, including providing meals to eligible students, providing

technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

10. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
11. Providing mental health services and supports.
12. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
13. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by -
- (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - (B) Implementing evidence-based activities to meet the comprehensive needs of students.
 - (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - (D) Tracking student attendance and improving student engagement in distance education.
- Explanation/Description ([count] of 500 maximum characters used)
Purchase updated K-12 Math and 7-12 Language Arts curriculum.
14. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Explanation/Description ([count] of 500 maximum characters used)
Purchase playground equipment to maintain social distancing.
15. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Explanation/Description ([count] of 500 maximum characters used)
Purchase a new air handler in school theater for air quality improvement.
16. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
- Explanation/Description ([count] of 500 maximum characters used)
Purchase 1 mini van and 1 12 - passenger van to add to the fleet, allowing for appropriate social distancing allowance for staff and students.
17. Development of strategies and implementation of public health protocols that align with Centers for Disease Control and Prevention guidance on reopening and operating school facilities to maintain the health and safety of students, educators, and other staff.