



## LEA ARP ESSER Plan – Use of Funds Template

**Having an LEA ARP ESSER Plan is a condition of receiving ARP ESSER funds for each LEA.**

**Instructions:** Complete this plan template by engaging in meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Email this completed and signed plan, or a Plan developed by the LEA that includes all requirements, to Lisa at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

**LEA # and Name:** Click or tap here to enter text.

**Website link to the LEA's ARP ESSER Plan – Use of Funds:**

Click or tap here to enter text.

### Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.*

**June 2021: Administrators have had input on how to return safely to school during district administrative meetings and discussed the educational needs of students returning to school in the fall.**

**July 21, 2021: A board meeting was and will again be held to present the plan to the general public and offer them the ability to provide input. The school board will also be asked to approve the plan at that time. The plan will be placed on the district website at: [www.aberdeen58.org](http://www.aberdeen58.org) under the "News" tab for all patrons to review.**

**On July 22, 2021 Aberdeen School District will meet with parents to identify how Title 1 can provide services after school, during the summer and during class time to those students not proficient in the areas of reading and math. Test scores are provided and programs to assist student were discussed. Parents were given approximately 1 month to review documentation and were encouraged to bring their thoughts to the meeting in July.**

**August 2021: A phone number and e-mail addresses will be available for patrons to make comments and address concerns. The "Safe Return Checklist" will be placed in the local newspaper. When concerns are voiced, the administration will go back to the school board and the district parent group to discuss new concerns.**

**August 11: All personnel will meet with the superintendent and be given the opportunity to give input on the plan.**

**October 2021: A Parent Action Committee will review again the contents of the plan and offer input as needed.**

**December 2021: The school board will again review the information during a public board meeting.**

**May 2022: The Parent Action Committee will be given the plan to review and discuss any changes.**

**August 2022: All Faculty and staff will meet with the superintendent to discuss any concerns with the plan.**

**December 2022: The school board will address the plan and receive suggestions from the community**

**July 2023: Parents and administrators will meet with the superintendent to identify how to**

continue with the plan.

2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines<sup>1</sup> for reopening and operating schools for in-person learning.*

**Funds will be used for the following:**

**Training on how to properly sanitize building and how students should practice healthy habits including how to wear a mask properly wash/sanitize hands and respiratory etiquette.**

**Sanitation and cleaning supplies will be purchased to keep buildings/buses sanitized.**

**HVAC systems will be regularly maintained and purchased if necessary.**

**Tables and desks will be purchased to assist in social distancing.**

**Special needs students will be provided accommodations according to individual needs.**

**Schools will be equipped to identify if faculty/students have a fever.**

**Health care facilities are readily available for faculty, students, and staff that may show signs of sickness. Faculty, staff and students will be able to be screen and diagnosed at the health care facility nearby.**

**The district will work with the Southeastern Health Dept. to trace those who are sick and provide information on those who need to be quarantined and/or isolated.**

**Vaccination clinics will be available as will counseling services and food services.**

3. *Describe how the LEA will use no less than, 20% of allotted ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*
  - a. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
  - b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
  - c. *Students most at-risk of dropping out of school.*
  - d. *Subgroups of students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

**Aberdeen School District will provide 20% of the allotted ARP funds to address academic impact of lost instruction through summer learning programs, extended day programs and additional in school programs for all students needing more academic instruction. Programs used are identified through our "Improvement Plan" located on the district website at [www.aberdeen58.org](http://www.aberdeen58.org) under the district tab. Paraprofessionals and faculty may be added to increase classes available to help those who do not test proficient. All students who do not test proficient will be given the opportunity to receive**

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<sup>1</sup> The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

extra help as identified above. Specialized classes will be available during the day for students that are most at risk. All subgroups will be tested. Results of the testing will be analyzed, and programs will be developed to meet the needs of each student who does not test proficient. Additional Math and Reading teachers have been hired to address those students who are not proficient and who have a risk of dropping out of school. Counselors have been advised do work specifically with students who are at risk of dropping out of school in an effort to identify specific needs and assist the students in completing the coursework necessary to graduate. Credit recovery classes will be offered online and after school with teachers, counselors and paraprofessionals available to assist the students.

All students including those students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students who have been disproportionately impacted by Covid-19 will have access to counseling, after school programs, and in-school interventions designed to facilitate learning in their individual needs as well as emotional support. Those interventions may include tutoring, smaller class sizes, individual assistance, computerized programs and regular classroom instruction designed to meet the needs of the students.

4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

**ARP ESSER funds will be used for the following:**

**supplies to sanitize and clean buildings and buses withing the school district.**

**Repair and improve school facilities to reduce virus transmission such as HVAC systems and ventilation.**

**Provide academic help to all students in need. Special programs will be purchased and/or developed to meet every student's need.**

**If long term closures are mandated, technology will be made available to enable every student to have access to instruction for on-line learning.**

**Mental health services and support will be available through district counselors.**

**Summer school, after school and increased in school services will be available for all students not testing proficient on regularly scheduled tests.**

**Continue to maintain staff given student enrollment is decreasing in an effort to maintain all programs necessary to address learning loss and decreased class size to assure social distancing.**

5. *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

Regular monitoring, using state approved tests, will be reviewed on a monthly basis to identify if interventions are providing the help needed for academic success. Teachers and staff will have regularly scheduled days to review data from test results and develop programs to meet the needs of those students not testing proficient. Parents, teachers, staff and administration will review test data of all subgroups to identify individual academic needs. . If students do not show progress within three months another plan may be developed and implemented.

Intervention plans may include “pull out” and “push in” help during the school day using various intervention programs facilitated by paraprofessionals under the direction of a certified teacher. After school tutoring, tutoring during harvest break, and summer school will and have been provided for all students that are not proficient. Computerized programs may be used to provide instruction and monitor progress throughout the school year.

Two new secondary teachers have been hired to address all student needs that have not shown adequate progress in the areas of reading and math through individual interventions and/or smaller class sizes.

Counselors will be available for all students within the district to address social and emotional needs. Professional development will be available for teachers and staff to learn how to help those within the district with social, emotional or mental health needs.

English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students and Native American students will all be given the help they need as identified through testing and discussed in our monthly meetings.

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

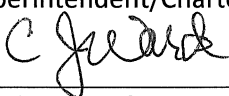
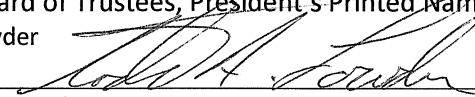
All students with special needs will be provided an equitable education based on regular academic monitoring. Testing will be done regularly and monthly meetings with faculty and staff will be set aside to discuss if academic progress is being made and if the social and emotional needs of students are being addressed. Parent groups will be invited to review the testing and the programs that are being used to address academic success. The school board will be given test results three times a year to identify the progress that is being made within the district. If after 3 months a student is not showing academic progress, a new plan will be developed. As plans are developed, parents are asked for input and staff members are available to identify what programs are available to help.

Faculty and staff will also meet at this time to address any social, emotional and/or physical needs that are not being met. Programs may be developed, with parent input, for those students who need to meet with counselors and special program teachers. Free breakfast and lunch is available to all students attending school in the school district. The school district has counselors available for all students within the district to access when needed.

## Section 2: Assurances

Assurance	LEA Response	
	Yes	No
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and 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. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

## Signatures

Superintendent/Charter Administrator Printed Name: C. Jane Ward	
Superintendent/Charter Administrator Signature: 	Date: July 19, 2023
Local Board of Trustees, President's Printed Name: Todd Lowder	
Local Board of Trustees, President's Signature: 	Date: July 19, 2023