



## 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

**LEA # and Name:** Wendell SD #232

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

[www.wendellschools.org](http://www.wendellschools.org)

includes all requirements, to Lisa at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) by August 1, 2022.

### 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.

#### Wendell Schools Timeline and Committees:

- 1) Community Task Force Committee will meet quarterly September 2021- December 2023
- 2) School Leadership Team monthly September 2021- December 2023
- 3) School Board meetings monthly September 2021- December 2023
- 4) Social Media updates September 2021- December 2023

The Community Task Force Committee consists of district administrators, school administrators, classroom teachers, union leaders, parents, business owners, board members, another district superintendent. This group is engaged in quarterly meetings throughout the year. Minutes of the meetings are shared with all staff via email. In addition, minutes are discussed at school board meetings where public comment is allowed. Social media and district website are used to further educate the public about 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.

#### Wendell Schools Standard Operating Procedures and Preventative Measures:

- Reinforce good hygiene measures
- Provide hand soap, hand sanitizer, and paper towels in all buses, bathrooms, classrooms, and frequently trafficked areas
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use.

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

- Recommend unvaccinated employees and students wear a face mask or face covering that covers their mouth and nose
- Maintain physical distancing to the extent possible (3 feet no longer than 15 minutes). Encourage learners and staff to limit unnecessary congregation and practice physical distancing. Remove personal non-essential furniture (i.e. couches, chairs, pillows, etc.)
- Conduct deep cleaning of schools prior to learners/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)
- Monitor ventilation systems to ensure they are operating properly.
- Utilize social media and other communication to inform parents, learners and staff about COVID-19 symptoms, preventative measures, good hygiene and district protocols
- Evaluate field trips (to areas of limited/low transmission) on a case-by-case basis
- Encourage siblings or learners from the same household to sit together on the bus
- Encourage parents, learners and staff to take temperature at home before entering buildings, remain home and isolate if temperatures are 100.4 (38°C) or higher
- Allow for physical distancing by designating entrance/exit flow paths
- Screen symptomatic learners and staff (to the extent feasible and appropriate).
- Maintain confidentiality and strict adherence to FERPA and HIPAA
- Follow protocol for learners and staff who feel ill, or experience symptoms at school.
- Recommend unvaccinated visitors and volunteers to wear a face covering or a mask upon entering the building
- Follow IHSAA Guidelines for athletic events and practices
- Requests for a student assembly will be considered on a case-by-case basis
- Abide by maximum group limitations as defined by Idaho's Rebound Plan
- Implement standard grading practices
- Report daily attendance in accordance with COVID-19 Guidelines
- Implement 1:1 Chromebook to Learner initiative if possible. Increase wireless access points
- Provide access to credit recovery programs where necessary. Accommodations will be made for Children with Disabilities
- Integrate blended learning opportunities into the regular curriculum
- Provide professional development for staff to increase digital fluency
- Students will be provided free lunch and breakfast for the 2021-2022 school year
- Mental Health needs for students and employees provided via school counselors, Blue Cross Mental Health Services, Employee Assistance Program
- Maintain point-of-contact with the local health department
- The South Central Public Health Department provides Covid-19 testing and vaccination opportunities for students and staff members
- Wendell Schools Learning Loss committee will develop a plan to address learning loss and make recommendations for ARP/ESSER funding
- Return to In-Person Plan will be reviewed and possibly revised at monthly school board meetings

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.*

Wendell Schools Addressing Academic Impact:

- 1) Actions/Systems implemented to prevent, prepare for, and respond to Covid-19
- 2) Meet the nutritional needs of underserved students
- 3) Support student mental health needs
- 4) Locate absent students and reengage disconnected youth.
- 5) Provide safe and exclusive learning environments
- 6) School facility repairs and improvements to enable operation of schools to reduce risk of Covid-19 transmission
- 7) Transportation costs to reduce the spread of Covid-19

Our building leadership teams have identified students and key areas in most need due to lost instructional time. We have created targeted extended learning opportunities, comprehensive professional development, and upgraded our curricular resources in all tier levels of instruction. We will specifically target the needs of students disproportionately impacted by COVID-19. Students will be identified throughout the year by analyzing student achievement data.

The Wendell school District will focus on mathematics, English language arts, and science. All teachers will be given the opportunity to collaborate to best meet the needs of students related to learning loss due to COVID-19. Interventions to assist students getting back on grade level/or at risk include credit recovery, summer school, , Friday school, tutoring, and other programs determined by the leadership team. There will be an emphasis on targeted math instruction, early foundational reading skills, for students identified through data analysis and progress monitoring.

Professional development opportunities will include continued support in professional learning communities, core instruction, and data analysis. There will be additional training and support for our paraprofessionals.

Wendell School District will make great effort to align district programs for ELL and special education students to assure consistent instruction throughout the district. This will allow for concerted efforts to directly target the needs of all students. Our main goal to get all students back to grade level, or making progress towards grade level by the end of the grant cycle.

- 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.*

#### Wendell Schools ESSER Expenses:

- 1) Technology that supports learning, allowing students to learn anywhere and for teachers to teach essential standards
  - 2) Covid-19 related expenditures related to preventing disruptions and closures
  - 3) Recruitment and retention of diverse and qualified educator workforce
  - 4) Continue operations without disruption, including employment programs and addressing budget shortfalls
  - 5) Capital Improvement Projects
  - 6) Administrative Costs
  - 7) Emergency Needs
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.*

#### Wendell Schools Academic Interventions:

- 1) Licensed educators provide needed support of students within the context of grade-level work and within the classroom using high-quality assessments, instruction on essential learning, and high quality instructional materials
- 2) Tutoring programs
- 3) Afterschool programs
- 4) Summer learning and enrichment
- 5) Engage families in digital learning training and effectively using technology and Schoology
- 6) Utilize data to understand where and how resources should be allocated
- 7) Ensure students have equitable access to a well-rounded education
- 8) Advanced Coursework opportunities
- 9) Provide wraparound services for students
- 10) Evidence-based practices that maximize student' social, emotional, and academic benefits

Research based core instructional resources, curriculum, interventions, and assessments allow our staff to review programs designed to meet the needs of all students. Current and future intervention resources, as well as trainings, will be reviewed and adopted. There is a concerted effort to align district programs for the general, ELL, and special education students to ensure all students are being provided consistent instruction.

Wendell schools will continue to support a comprehensive system of assessment and intervention that targets students in most need of support. Data from assessments will be analyzed to ensure adequate yearly progress is being made, curricular resources are effective, and students are supported in target areas of behavior, math, and reading. We will target specific skill areas and then provide research-based interventions to support educators in meeting all student's needs.



Wendell School District will make great effort to align district programs for ELL and special education students to assure consistent instruction throughout the district. This will allow for concerted efforts to directly target the needs of all students. Our main goal to get all students back to grade level, or making progress towards grade level by the end of the grant cycle.

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.



Wendell Schools Progress Monitoring:

- 1) Set aggressive academic goals
- 2) Reestablish pre-Covid-19 learning targets
- 3) Review school specific data
- 4) Identify students for intervention services
- 5) Monitor student progress
- 6) Provide training intervention resources
- 7) Continue to desegregate data throughout the school year

## 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.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The plan is publicly available on the LEA website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Signatures

Superintendent/Charter Administrator Printed Name: Tim Perrigot	
Superintendent/Charter Administrator Signature: 	Date: August 1, 2024
Local Board of Trustees, President's Printed Name: Tessa Yon	
Local Board of Trustees, President's Signature: 	Date: August 1, 2024

**Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov)  
no later than October 1, 2022.**