



## TrLEA 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.

<b>LEA # and Name: Troy School District 287</b>
<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="https://www.sd287.k12.id.us/">https://www.sd287.k12.id.us/</a>

### 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.*

The Troy School District will hold meetings with Stakeholders, Superintendent and the School Board approximately every 6 months. A stakeholder meeting will be held to gather input, examine the budget, and make recommendations to the school board. These dates are as follows:

September 9, 2021 – Meeting with stakeholders completed.

September 13, 2021 – Potential actions submitted to the board.

January 5, 2022 – Meeting with Stakeholders scheduled.

January 10, 2022 – Potential actions submitted to the board.

July 6, 2022 – Meeting with Stakeholders scheduled.

July 11, 2022 – Potential actions submitted to the board.

January 4, 2023 – Meeting with Stakeholders scheduled.

January 9, 2023 - Potential actions submitted to the board.

July 5 2023 – Meeting with Stakeholders scheduled.

July 9, 2023 - Potential actions submitted to the board.

Stakeholders involved: Meetings open to all community members. Meeting locations, dates and times will be posted on our website, announced at board meetings, and in district newsletters that are mailed out.

September 9, 2021 Meeting: Stakeholders had the opportunity to examine the budget, the covid funds, and allowable expenses.

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.*

The district will purchase hand sanitizer and cleaning supplies for its facilities.

The district will continue to use online platforms for a smooth transition to online learning if that becomes necessary. We will also use this funding to renew our subscriptions to these platforms.

The district will continue to upgrade heating and air system as needed.

The district will purchase preventative items as needed. Masks, Plexiglas, Covid tests, gloves, etc.

If necessary, the district will employ a nurse to check routinely perform Covid safety assessments of the facility and make recommendations for improvements.

If remote learning becomes necessary, the district may develop a mental health program to promote socialization among students.

The district will continue to identify the need to employ paraprofessionals to support students who have experience learning loss.

The district will use research based practices to assess students and provide support through our RTI program, reteach and enrich and targeted tutoring with paraprofessionals or other supportive methods.

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.*

ARP ESSER funds will be used to address all students including 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.

The district will offer summer school services for grades K-12. Grades K-6 will focus on strengthening student deficits using our STAR, ISAT and IRI data to monitor progress. Grades 6-12 will focus on credit recovery and learning loss in ELA, Math, and Science as indicated on the ISAT Estimated cost of summer school for 2022 and 2023 ranges from \$0-\$30,000.

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<sup>1</sup>

The district will employ paraprofessionals to support student learning. Specifically, they will work with students in small groups or targeted tutoring with students to provide more support. Our targeted tutoring program is available to all students. This after school help targets their specific needs identified on their formatives and current grades. Estimated cost of employment from August 2021-December 2023 ranges from \$30,000-\$80,000.

The district will continue to implement Response to Intervention program at the secondary and elementary levels which will employ an RTI coordinator and K-12 tutors to support student with the academic work. Estimated cost of program from August 2021-December 2023 is \$30,000.

Troy School District 287 ESSER III Allocation: \$229,238

20% of ESSER 3 Allocation: \$47,874

Estimated cost of programs described above: \$60,000 - \$140,000.

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.*

*The District is considering the following purchases:*

- 1. Additional playground equipment to allow for social distancing.*
- 2. Additional lockers for the sports locker rooms to allow for social distancing.*
- 3. Additional classroom furniture*
- 4. Update current wireless access points and other necessary equipment to accommodate possible online learning.*
- 5. Research additional assessment platforms for interim smarter balanced assessments aligned with our Math and English curriculum.*
- 6. Audio enhancement devices will be installed in all classrooms. The package includes a bell, intercom, and campus wide alert systems.*

*More specifically, the following items have been identified as district needs associated with the pandemic:*

- \*Flooring upgrades which would allow for more efficient cleaning and a more sanitary school environment.*
- \*Additional custodial supplies and equipment to better address school sanitization and cleanliness.*
- \*Additional staff time/members to better address learning loss and gaps in achievement.*
- \*Additional school furniture to help create more/bigger learning areas.*
- \*Financial support of programs that are traditionally difficult for low-income students to participate in (athletics, etc.)*
- \*Technology items/software that would better allow for the dissemination of information to stakeholders and students.*

*These items identified are especially impactful for those 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.*

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.*

The current Response to Intervention Team and Data Team Meetings are centered around student performance for all students including those that are 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. . Team members include administration, general education teachers, Title I teacher, Special Education teachers, support staff, specialists, and counselor.

Within our framework students have access to our reteach/enrich block depending on their individual needs and progress towards mastering of the standards. During this time, students are given additional strategies and time to master the standards within the school day. This is in addition to the core instruction. The Study Lunch, After School Help and Targeted Tutoring programs give students an opportunity to receive extra support on specific content area standards from a paraprofessional or certificated teacher. Interventions include Istation, Read Live, Morestarfall, and IXL within small groups, and tutoring sessions. Interventions will remain in place until a student meets their intervention goals using Aimsweb and formative data.

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.*

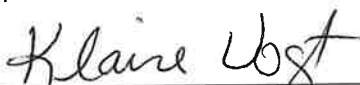
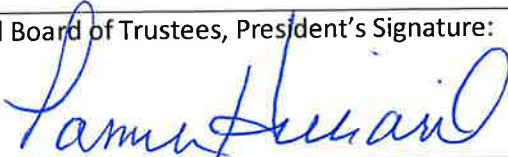
The RTI committee and data teams meet at least once a month to look at common formative assessments as well as other indicators i.e. attendance, behavior etc. Secondary students are provided an 89-minute block twice a week to check grades, finish late work and attend reteach if necessary.

The district will use its STAR, IRI, ISAT, Galileo and common formative assessments as progress monitoring in addition with their academic grades.

## 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: Klaire Vogt	
Superintendent/Charter Administrator Signature: 	Date: 2/13/2023
Local Board of Trustees, President's Printed Name: Pamela Hilliard	
Local Board of Trustees, President's Signature: 	Date: 2/13/2023

**Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than October 1, 2021.**