

American Rescue Plan Update

Ida Public School District

1. Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

A priority for our district this year was to safely return students to a full in-person learning schedule as we, and the CDC, know students benefit the most from this type of instruction. With that priority in mind, we also recognized that students would be returning to school with social and emotional gaps in development that would need to be addressed. To address this area, we planned to use ESSER III to fund an additional school counselor to address the mental health gaps in development of our students. This counselor will provide support to students to ensure in-person learning can occur effectively with minimal barriers from inappropriate behavior occurring due to the developmental needs in this area. We also realize that health considerations may still exist for some families as explained in the CDC's guidance for schools. Therefore, we also planned to use these funds to support our students who are not comfortable with an in-person school setting and would rather learn virtually due to health reasons. The virtual learning program director not only provides assistance to students, but also supports the students by checking in with them on a regular basis, monitors attendance, participation, engagement, and documents and addresses any concerns that may arise.

2. Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

To address the academic impact of lost instructional time, we are implementing high quality evidence based interventions during and after the school day. We have reading and math targeted intervention groups led by teachers throughout the school day. Tutoring is available at all grade levels after school hours and a summer learning program will be continued once the school year ends. Our summer learning program utilizes our current curriculum and intervention materials while also monitoring student progress for areas of growth and need. In addition, our director for virtual learning not only oversees virtual instruction but also credit recovery for those students who may be behind due to lost instructional time due to COVID.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We will plan to spend our remaining ESSER funds to address student learning loss, implementing evidence based practices such as setting and achieving goals, utilizing technology in whole and small group instruction, educators providing feedback to students through

formative assessment, and using collaborative learning when safe and appropriate. We will also collect data to monitor student social emotional and academic progress. These funds will help to extend instructional time through before and/or after school small group instruction, summer learning for students, and virtual based at home learning for those who are not comfortable in the in-person learning setting.

4. Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) 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, and migratory students.

We will ensure the high quality evidence based interventions we implement address the academic and social and emotional needs of those disproportionately impacted by COVID-19 by regularly monitoring the academic and social emotional data of all students. Benchmark and progress monitoring tools will be used along with data collection from teachers, counselors, support staff, parents, virtual director, and administration. This will ensure all students are included and needs are addressed effectively and proportionately.