

Chisholm Public Schools

ARP ESSER III Plan

(Revised for FY 24)

Part 1: Strategies for Prevention and Mitigation of COVID

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, to continuously and safely open and operate schools for in person learning.

Chisholm Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID-19 impact on our district. The committee recommends using the remaining ESSR III funds to purchase Go Guardian software for administration and instructors to monitor student engagement levels and appropriate screen usage. The committee recommends using the remaining ESSR III funds to pay for the significant increase in the district's property insurance from FY 21 to FY 24. The committee recommends using the remaining ESSR III funds to pay retention stipends and benefits to all employees to maintain pre-COVID-19 staffing levels and to assist with maintaining smaller classroom sizes. The committee recommends using the remaining ESSR III funds purchase of a vehicle to assist in delivering meals and educational materials to students who are unable to attend in-person classes due to COVID-19. Lastly, using the remaining ESSR III funds to pay for the cost of an early childhood teacher to maintain a low-class size.

The Chisholm Public Schools staff will participate in training and professional development on sanitation and minimizing the spread of infectious diseases. The LEA will develop strategies for implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Beginning of the year PD on COVID-19 and safety procedures for effectively maintaining the health and safety of our students and staff by confirmation of staff immunization. PD on technology training to improve Distance Learning.

Part 2: Strategies for Addressing Learning Loss

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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. At least 20% of the ARP ESSER III budget is required to be spent in this area.

The Chisholm Public Schools will utilize ARP funds in FY 24 to address the impact of lost academic time in the following ways: 1) Purchase GO Guardian educational software to monitor student engagement levels and screen time to ensure during times of distance learning and other activities to address learning loss. 2) Pay for the cost of an early childhood teacher to keep class sizes low. Funds spent in FY 22 (\$20,707.96) and FY 23 (\$68,383.00) plus funds budgeted for FY 24 (63,000.00) total \$152,090.96 of funds to address learning loss, which is well above the 20% set aside required.

Part 3: Other ARP ESSER III Expenditures

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

The Chisholm public schools will utilize the remaining ARP funds in FY 24 in the following manner: 1) Use the remaining ESSR III funds to pay retention stipends and benefits to all employees to maintain pre-COVID-19 staffing levels and to assist with maintaining smaller classroom sizes 2) To pay the significant increase in the property insurance of the district from FY 21 to FY 24 due to COVID-19. 3) purchase of a vehicle to assist in delivering meals and educational materials to students who are unable to attend in-person classes due to COVID-19.

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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 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.

Chisholm Public Schools will ensure that interventions, including but not limited to those implemented under section 2001 (e)(1) of the ARP Act addressing the academic impact of lost instructional time, will respond to the academic, social, emotional, and metal health needs of all students, and particularly those students disproportionately impact 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. To help with the social, emotional, and mental health needs of all students. Students that have been disproportionately affected will be identified using benchmark assessments from programs purchased by the district. Teacher and counselor referrals will also assist in identifying students that have been academically affected by the COVID-19 pandemic.

Our academic achievement data indicated that all students were negatively affected by the COVID-19 pandemic. The academic achievement gaps between our overall student population and out students with special needs and our economically disadvantaged students have widened as a result of the COVID-19 pandemic. We intend to use this funding to narrow these noted achievement gaps and to meet the needs of all the subgroups of students. Our economically disadvantaged students, our English learner students, our students living in homeless situations, our students with special needs were disproportionately affected by the COVID-19 pandemic in that they were less likely to be successful with distance learning. By maintaining in-person learning and by providing opportunities for improving teacher practices, we will be able to narrow existing achievement gaps and serve the unique needs of the various subgroups of students.

Studies have shown that the COVID-19 pandemic has had a negative impact on the social and emotional well-being of all students. This is particularly so for students without strong support systems beyond their schools. By maintaining in-person learning, teacher and counselor referrals, and using benchmark assessments to identify students in need of additional resources: reading specialist, T1 class, and before/after school programs, we will be able to provide more support for the social, emotional, and mental health of our students, particularly those disproportionately affected in this way by the COVID-19 pandemic.

1. Low-income students:

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Refer to other additional professional support as determined to be necessary for student success.

2. Students of color:

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Refer to other additional professional support as determined to be necessary for student success.

3. EL students:

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Language line access for students and families who need translation services.

4. Students with disabilities:

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Refer to other additional professional support as determined to be necessary for student success.

5. Homeless students

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.
- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Refer to other additional professional support as determined to be necessary for student success.

6. Children in Foster Care or Migrant Students

- a. Access to district issued devices in grades 1-12 to ensure connectivity to all virtual learning and classroom activities.

- b. Intervention program to support academic learning loss including individual and small group activities.
- c. Access to any before/after school programs and/or summer programs that will be offered.
- d. Access to additional academic and social/emotional counselors to mitigate the effects of the pandemic.
- e. Refer to other additional professional support as determined to be necessary for student success.