

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: #703 Delavan CUSD

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

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.*

Delavan School District's process for engaging meaningful consultation with stakeholders includes community/patron/parent surveys, committee meetings, union meetings and board meetings. Monthly there are meetings with teacher unions and the board of education feedback is garnered during these meetings. Committee meetings with teachers, administrators, special education staff and other district employees are scheduled as needed to review our plans for in-person learning. The community is surveyed as needed and has access to our board of education and public comment as the board of education acts on pertinent plan items.

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) guidelines¹ for reopening and operating schools for in-person learning.*

Delavan School District will utilize funds to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention guidelines. This includes cleaning, disinfecting, and PPE purchases.

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:*

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

- 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.*

Delavan School District will utilize the allotted ARP funds to support learning loss activities that were started in the summer of 20 21 and the fall of 21-22. Students will be identified for summer school programs. We will run a program for high school and middle school. We will run a ramp up to school during the summer of 21-22, 22-23, 23-24.

We will be running after school programs at the elementary school. We will be running JumpStart programs at our elementary school. We will continue to run intervention and small group times at all schools. The high school will be running extra intervention time during the school day and at lunch. The high school will continue to focus on credit recovery for students.

We will continue to provide services, interventions, and equipment to all students regardless of socioeconomic status or subgroup. We will continue to have our social worker, homeless liaison, counselor, and administrators work to ensure needs are met 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, and migratory students.

Additionally, funds will be expensed as through ESSA, IDEA, PERKINS, or McKinney Vento to meet the needs of students struggling with learning loss due to COVID-19. Currently these funds are used to purchase curriculum with digital components, manipulatives, technology, apps, devices, benchmarking assessment licensing, etc.

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.*

Delavan School District will utilize the remaining ARP ESSER funds for the following needs as schools and districtwide. This is based on student need and supporting student success. We will continue instruction for learning loss, HVAC/Air Quality upgrades, curricular and technology improvements, compensation for additional duties due to COVID-19, additional positions added to support student learning, retention pay, mental health supports, closing the digital divide, ensuring connectivity, increasing safety of building spaces from COVID-19 and other pathogens, and reimbursement for loss of revenue due to COVID-19.

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.*

We will continue to provide services, interventions, and equipment to all students regardless of socioeconomic status or subgroup. We will continue to have our social worker, migrant liaison, homeless liaison, counselors, and administrators work to ensure needs are met 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.

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.

Delavan School District will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being by continuing to follow our comprehensive assessment system. Elementary schools will monitor progress via MAP and Fountas and Pinell testing. Middle School will monitor progress utilizing MAP testing. Middleton High School and Academy will utilize PSAT, IAR, SAT, MAP data to progress monitor students.

Section 2: Assurances

Assurance	LEA Response	
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:

Dr. Andrew Brooks
