



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 includes all requirements, to Lisa at english@sde.idaho.gov by October 1, 2021.

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| LEA # and Name: Salmon River JSD 243 |
| Website link to the LEA's ARP ESSER Plan – Use of Funds: www.jsd243.org |

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 LEA will present the ESSER Use of Funds Plan to the District Leadership Team through email in September 2021. In October, the team will meet to discuss the submitted input. The team consists of certified teachers, classified staff, and parents. In addition, the document will be located on the district website. All stakeholders will have access and send comments to administrators. The comments will then be taken to the leadership team.

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.*

The funds will be used for a multitude of items such as masks, cleaning supplies, and gloves to mitigate strategies consistent with the CDC guidelines and help prevent the spread of Covid-19. In addition, additional staff will be hired to help clean our buildings. Also, devices such as iPads, laptops, headphones, Chromebooks, as well as other equipment has been will be purchased to allow students 1:1 devices to reduce sharing and the spread of virus.

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*

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

- 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.*

We are a very small district that is not highly diverse and has only 2 schools. The funds are line item budgeted separately to ensure that no less than 20% of allotted funds are spent to address at-risk students. Our schools were open face to face last school year, so most students did not experience a big learning loss. However, during this difficult time, some students continued to need extra support and intervention. The funds will be used to hire additional staff, professional development, as well as tech support to help provide this support. The process for identifying these students includes universal benchmark testing for all students K-12, no less than 3 times per year, starting in the Fall. Benchmark data is used to identify students at-risk for academic failure, regardless of socio-economic status, children with disabilities, or other subgroup category. Interventions are provided to students and progress monitoring is utilized to ensure growth.

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.*

We are a very small district with a student population of less than 150 in our two schools combined. Funds are allocated to schools based on need as shown in benchmark data and statewide testing scores.

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 are a very small district with a student population of less than 150 in our two schools combined. Funds are allocated to schools based on need as shown in benchmark data and statewide testing scores. Benchmark data is used to identify students at-risk for academic failure, regardless of socio-economic status, children with disabilities, or other subgroup category. Interventions are provided to all at-risk students and progress monitoring is utilized to ensure growth.

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 LEA will monitor student progress through progress monitoring strategies consistent with provided interventions. At no less than 3 times per year, all students will be included in benchmark testing. The general education classrooms, as well as intervention programs will be monitored for effectiveness.

Section 2: Assurances

| Assurance | LEA Response | |
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| 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

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| Superintendent/Charter Administrator Printed Name: Jim Doramus | |
| Superintendent/Charter Administrator Signature: | Date: Click or tap to enter a date. |
| Local Board of Trustees, President’s Printed Name: Rich Friend | |
| Local Board of Trustees, President’s Signature: | Date: Click or tap to enter a date. |

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