



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: 291 Salmon School District

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

Click or tap here to enter text: https://www.salmonschools.com/News/63#sthash.3vTBFnWn.dpbs
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includes all requirements, to Lisa at english@sde.idaho.gov by October 1, 2021.

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.*

There has been a board meeting in the months of June, July, August and September that allowed for public input for patrons to discuss areas for expenditures. Patrons were also allowed to provide input directly to the School District Office during these months.

Representatives from the teachers association were also able to present any areas they saw as needed that could possibly be addressed using the ARP ESSER funds, in the September meeting.

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.*

Funds will be used to maintain/upgrade the cooling and heating systems in district buildings along with air purifiers will also be maintained/upgraded where students and staff are for any extended period of time so as to assist with airborne particulates.

Masks will be provided for those who wish to use, or for use when mandated.

Funds will be used to cover the additional staff hours for the disinfecting and sanitizing of areas of use by staff and students above the normal protocols.

Staff to cover classrooms for quarantined staff and additional hours needed when providing instruction to homebound students.

Additional classroom space if needed in order to reduce percent of student in an area- this would include additional equipment for areas to reduce the need to share equipment among students.

Funds will be used to cover the cost of upgrades to areas to remove carpeting, and or furniture to assist with easier disinfecting/cleaning protocols.

Funds will be used to cover the cost of upgrades to restrooms still in need of hands free faucets, etc.

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

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.*

The following areas were all ways that could be implemented and the use of the ARP ESSER funds used to offset any additional costs.

One-on-One tutoring virtually or in person will be utilized to assist students affected by closures, or quarantines

Additional para-professionals will be utilized when available to work specifically on intervention areas as directed by teachers.

Maintaining the access to the Alternative High School for students in risk of dropping out of school.

Extended school week activities (since we are on a 4 day week, this would be on Friday's) to assist with mitigating stressors at home that students experience due to COVID, and to assist with lost instructional time they may have experienced.

Additional community resource staff, to include but not limited to: counselors, and behaviorists to specifically work with students experiencing additional stress from Covid related situations. This may be to help identify and then provide resources to those experiencing homelessness, are in foster care, or are identified as EL, Hispanic, or Native American.

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.*

Any remaining funds will be allocated to individual schools based on FTE staff to provide extended school day and enrichment activities for increased student engagement, learning and growth for all 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.

Ways to address 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 include the following:

Hiring additional staff to provide support for secretaries, counselors and administrators in ways to reduce the additional paperwork COVID has created, and thus allowing them the time to work with students on their social/emotional needs.

Provide training opportunities that are focused on safe, supportive and collaborative school culture.

Provide training opportunities that are focused on how Disasters affect the social/emotional well-being of staff, and ways to handle it.

Facilitate increased parent involvement in the schools to provide assistance with social/emotional learning for students.

Additional community resource staff, to include but not limited to: counselors, and behaviorists to specifically work with students experiencing additional stress from Covid related situations

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.*

A variety of methods will be used to monitor student progress and the effectiveness of the strategies implemented to address gaps in student learning. This will include monitoring of ReadyGEN Assessments, I-Ready Assessments, I-Station Assessments, STAR Assessments, Classroom Assessment data, teacher/Staff recommendation, Attendance records, Discipline Referrals

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.	X	
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.	X	
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.	X	
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	X	

individual with a disability, will be provided in an alternative format accessible to that parent.		
5. The plan is publicly available on the LEA website.	Yes X	No

Signatures

Superintendent/Charter Administrator Printed Name: Chris Born	
Superintendent/Charter Administrator Signature:	Date: September 27, 2021
Local Board of Trustees, President's Printed Name: Chuck Overacker	
Local Board of Trustees, President's Signature:	Date: September 28, 2021

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