



## LEA ARP ESSER Use of Funds Plan

**LEA # and Name: Potlatch School District #285**

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

<https://www.psd285.org/Content2/374>

### 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.*

**Stakeholders gave input through a survey and at our September 8th regular board meeting. Both our "Safe Return to Schools" plan and now our "ARP ESSER Use of Funds" plan will be standing agenda items at monthly board meetings.**

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) guidelines<sup>1</sup> for reopening and operating schools for in-person learning.*

**Potlatch School District plans to utilize the ARP ESSER funds for the following prevention and mitigation strategies:**

- **Update an outdated, ineffective, and unrepairable HVAC system at the Jr./Sr. High School Gymnasium. This improvement will allow for cleaner air through improved filtration and maximize ventilation with better air circulation.**
  - **Purchase additional Desk Shields/Plexiglass for Desk Shields, Face Masks, Face Shields, Sanitizer, and other cleaning products to mitigate the spread of germs throughout the school buildings.**
  - **Installation of Touchless water fountains, faucets, and toilets at the elementary (if funds allow)**
  - **Replace old carpet that is unable to be sanitized with new carpet squares that can be easily replaced if issues arise. (if funds allow)**
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*

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

*experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

**Potlatch School District is planning to utilize ARP ESSER funds in the following ways to address unfinished learning.**

- **Use data from the September IRI, iReady, STAR Reading, and iXL Math assessments to identify students who have been most affected by unfinished learning**
- **Run an “AfterSchool Program” for grades K-8 and utilize research based interventions for literacy and math to address the unfinished learning.**
- **Progress monitor all students throughout the school year to check for improvement and/or identify new students for support.**
- **Utilize IDLA Flex Courses to address loss of credit to prevent drop out at the high school level**
- **Add additional supports for children with disabilities, students experiencing homelessness, and those in foster care whose learning was most affected during the last two years.**

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.*

**Potlatch School District plans to allocate funds to provide professional development for teachers around learning acceleration to ensure that students who have unfinished learning still have access to grade level standards so they don’t fall further behind. One topic around accelerating learning is using questioning and “depth of knowledge” research to ensure that student learning is going deeper for success**

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.*

**Potlatch School District will use ARP ESSER funds to purchase Literacy and Math intervention resources and SEL resources. Some include the following:**

- **DESSA SEL screener by Aperture Education - Aligned to the CASEL framework**
- **The Core Project SEL curriculum and professional development**
- **Imagine Learning Intervention Resources**
- **Math Intervention Resources**
- **Additional social emotional and mental health supports for students with disabilities, those experiencing homelessness, and those in foster care.**

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.*

**Potlatch School District will monitor progress of learning and well being in the following ways:**

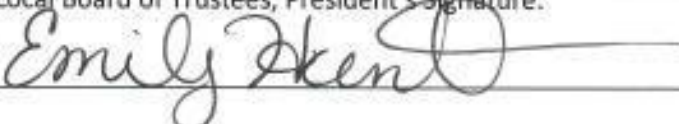
- **Revision of a comprehensive assessment calendar to ensure consistency of progress monitoring**
- **Monthly ISIP assessment K-6**

- **iReady Math Diagonstice 3 times**
- **Interim ISAT Block Assessments**
- **Formative Assessments**
- **Implementation of the DESSA SEL Screener - use data to determine what Second Steps lessons can then be utilized with identified 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 X	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 X	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 X	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 X	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes X	No <input type="checkbox"/>

## Signatures

Superintendent/Charter Administrator Printed Name:	
Janet L. Avery	
Superintendent/Charter Administrator Signature:	Date:
	9/30/2021
Local Board of Trustees, President's Printed Name:	
Emily Hunt	
Local Board of Trustees, President's Signature:	Date:
	9/30/2021

Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than October 1, 2021.