



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 lenglish@sde.idaho.gov by October 1, 2021.

LEA # and Name: Parma School District #137

Website link to the LEA's ARP ESSER Plan – Use of Funds:
<https://www.parmaschools.org/content/covid-19-information>

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.*

Currently, the stakeholders that have been included in the formulation of this plan have been our school board trustees, administrative teams and directors within our school district. To gather public input, we planned a town hall meeting for this month, but had to cancel due to high COVID numbers. We do plan to have community review/input of the plan, which may result in an updated plan after that review. Just like our COVID Plan, we believe this plan to be a live and fluid plan that may need to be reviewed and/or updated as needed.

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 Parma School District will continue to make sure PPE is available for all staff and students. We will continue to have extra cleaning throughout the day, as well as Prevent X spraying once a month. We are also in the process of installing air purifiers in all of our air handlers and updating out-of-date air handlers throughout the district. We will utilize ESSER III funds to continue to provide necessary and adequate equipment or PPE to help with our mitigation and cleaning efforts throughout our district.

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;*

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

- 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.*

ESSER III funds will be used for summer school. We will hold a 3-week summer school session through the summer of 2024. Summer school will be for students in grades K-8. The funds will cover salaries/benefits of the staff, as well as necessary supplies, equipment and curriculum.

The state of Idaho has identified three main areas for the use of learning loss funds:

- 1) K-4 Literacy,
- 2) 5-8 Math, and
- 3) credit recovery for high school students.

In building on those areas of focus, ARP funds will help cover K-4 literacy with updated curriculum and resources. We would purchase the math curriculum for K-8 and the necessary resources that strongly support the standards for strong student engagement. At Parma School District, the high school students have not had a high need for credit recovery, but rather a need in building skills in the subjects of Math and ELA. While our PSAT and SAT scores have risen throughout the pandemic, we will continue to focus in these areas in order to see continued growth. We also plan to utilize ESESR III funds to provide before and after school tutoring and remediation throughout the district (K-12).

Parma School District looks for ways on how to best support all of our students, including our low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, students in foster care, migratory students, Hispanic students and Native American students, either through tutoring, after school programs, technology needs, transportation, and/or counseling opportunities. The ESSER III funds will be used to enhance our current resources for our students that are also covered through our Title I-A, Title I-C, and Title III federal funds.

For families who do not have access to quality devices or dependable internet, we will continue to use our ESSER III funds to provide a Chromebook and/or hot spot to those families. All students, no matter their socioeconomic status, will have equal access to any resources provided through ESSER III Funds.

Funds will also be used to assist EL teachers and staff members in providing program information in Spanish (and other languages if needed), in order to involve Hispanic families (and families whose first language is not English).

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.*

Per the ESSER Use of Funds (Appendix A), Parma School District will utilize remaining funds to assist the district in the following areas:

Upgrade indoor air quality within our school buildings. Repair or Replace HVAC, windows and

doors, as needed. (#18)

Parma School District will look for ways to maximize the ability to space students throughout the classrooms/buildings in order to assist in reducing the spread of viruses and support student needs. (#17)

We will continue to use funds to provide technology to students, rather it be for distance learning or at-home learning after school. Parma School District will utilize ARP funds to continue to upgrade outdated technology, including the purchase of additional Chromebooks to cover our 1:1 device ratio. The funds would also update technology in the classrooms. (#7, #13)

Due to COVID, our high school counselor's workload increased with the number of students needing social, emotional, and mental health counseling. Due to the volume of students' needs, we will utilize ESSER III funds to cover the salary and benefits of another counselor. This would then provide our students with another support service for their social, emotional and mental well-being. (#7, #14, #20)

ESSER III funds will be utilized for professional development of our staff in needs of K-3 Literary, Technology in the Classrooms, and other training opportunities that arise. (#7)

We will continue to utilize ESSER funds to increase safety and security throughout the district. (#7)

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.*

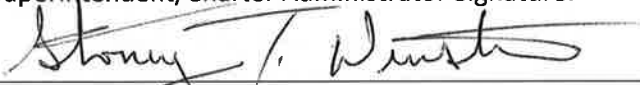
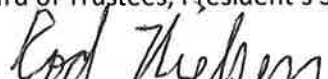
As mentioned throughout this plan, we are providing services, equipment, and interventions to all students, no matter their socioeconomic status or "subgroup". We will continue to monitor any interventions that are put in place by progress monitoring all students, as well as providing extra time and assistance to any student not meeting the goals set through progress monitoring. Also, as mentioned previously, we are looking to hire another full-time counselor for the high school to help the academic, social, emotional, and mental health needs of our high school students. We have also partnered with Lifeways Counseling Services, in order to ensure the social, emotional and mental health needs of our district students (and their families), that have an outlet beyond the regular school day.

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 Elementary will focus on K-4 Literacy progress monitoring through iStation and iReady, as well as math progress monitoring through STAR Math. The Middle School is using progress monitoring through ISAT interim blocks and IXL. While the high school will continue to focus on any credit recovery that is needed. The high school will also continue data collection through the PSAT and SAT test scores in order to determine if any student is in need of additional help.

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.	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: Stoney Winston	
Superintendent/Charter Administrator Signature: 	Date: September 30, 2021
Local Board of Trustees, President's Printed Name: Rod Nielsen, Chairman of the Board	
Local Board of Trustees, President's Signature: 	Date: September 30, 2021

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