



## 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](mailto:english@sde.idaho.gov) by October 1, 2021.

**LEA # and Name:** Post Falls School District #273

**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.*

Parents, patrons, businesses, and various community groups were given the opportunity to review our plan and make recommendations, via polls, website comments, stakeholder group meetings, directly to school board members, and in person via school board meetings. PFSD's plan has been made available to various community sectors via email and on our website.

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.*

- In the event of identified COVID cases and/or close contacts, students may be grouped in pods or cohorts in the classroom.
- Parents monitor their students' health, ensuring students stay home if they are sick or showing symptoms.
- Surfaces disinfected according to CDC guidelines with special focus on high traffic areas.
- Schools post information and/or teach proper handwashing, respiratory etiquette, and the correct wearing of masks.
- Masks are recommended per CDC and Panhandle Health guidelines.
- Hand sanitizer available throughout buildings.
- Students who feel ill report to the nurse's office for diagnostic screening.
- School district continues to communicate vaccination opportunities to families.
- The district maintains a COVID dashboard which is available to families, staff and patrons on the district website.
- IEP and 504 plans reflect appropriate accommodations.
- Athletic and activity programs will follow guidance from IHSSA.

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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>

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:*
- *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
  - *Students who did not consistently participate in remote instruction when offered during school building closures; and*
  - *Students most at-risk of dropping out of school.*
  - *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.*

Students attended school in person during the 2020-21 school year and had 24 hour access to Google Classroom in the event they became ill and were unable to attend school or were required to miss school due to quarantine. Additional summer school opportunities, both face-to-face and online, will be offered for students with disabilities and low-income families to meet individual needs and address learning gaps. Students will resume a five-day a week school schedule during the 2021-22 school year.

Funds in support of student learning loss will be expended in the following ways:

- Math instructional licenses purchased for each student grades k-8.
- GradPoint licenses purchased for secondary students in need of credit recovery.
- Chromebooks purchased/replacement of aging technology to ensure accessibility for both support of student learning loss and support of potential remote learning.
- Hot spots purchased for students and families who can not afford internet at home.
- Additional costs for academic interventions include: in-house tutoring staff hired to support and remediate learning gaps.
- Enhanced summer learning strategies include: summer busing costs for elementary PACE program, hiring of tutoring staff, and staffing for extended school year summer school.
- Hiring additional certified teachers to reduce class sizes.
- Hired additional Board Certified Behavior Analyst (BCBA) and behavioral support personnel to provide additional interventions for students with disabilities experiencing behavioral challenges. Students with behavioral challenges can impact their own and their classmates' academic learning as well as their social, emotional and mental health.
- Hired a special education instructional coach to improve the quality of academic instruction and interventions students are receiving in the special education and general education settings.
- Hired additional certified special education teachers to reduce caseloads and ensure smaller groups for students in special education who are receiving academic interventions for lost instructional time.

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.*

Remaining ESSER funds will be used in the following manner:

- Funds used to backfill operational costs as a result of the state reducing funds and backfilling with federal dollars.
- HVAC projects throughout the district to improve indoor air quality.
- Contract Services – Covid mitigation cleaning in all schools and or replacement of uncleanable surfaces, and/or adding water stations, additional tables and seating to expand distance for seating and grouping of students.
- All school and custodial supplies.
- Nursing supplies.
- Hiring of additional nursing and other key support staff.
- Staff retention.
- Purchase of white bus used to support disproportionate student needs.
  - Example 1: small white bus used to transport McKinney-Vento qualified (homeless) students to school or origin.
  - Example 2: small white bus used to transport students from the alternative high school (at-risk student) to various project-based learning sites.
- Other technology and building upgrades.

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.*

Post Falls School District was fortunate to provide in-person instruction to our students the entire 2020-2021 school year. Moving into the 2021-2022 school year, the district will resume a 5-day a week schedule and follow the instructional calendar submitted and approved by the state. Students' academic needs are addressed using board-approved curriculum with individualized support to address learning loss or extended learning as needed through:

- GradPoint
- iStation (reading) targeted instructional licenses K-5
- K-8 i-Ready (math) instructional licenses for all students
- After-school tutoring
- Multi-Tiered System of Support (academic and behavior)

Mental Health:

Post Falls School District has a number of programs to support students' mental and physical health. For example, the district increased the number of Behavior Interventionists to assist individuals and groups of students. The secondary schools implemented the Sources of Strength program in 2019 and will conduct follow-up professional development for adult advisors and peer leaders in October 2021. All staff are trained in suicide prevention through QPR (Question

Persuade Refer). Refresher trainings are conducted per Idaho Code each year for all staff. A cadre of counselors will be trained in October on how to conduct Making Sense of Your Own Worth sessions with groups of teens who have experienced chronic stress or trauma. Elementary counselors cover three units of study. These include: bullying prevention; conflict resolution (problem solving, identifying and managing feelings, being a good listener, and having "grit") and personal safety. Post Falls School District also partners with Heritage Health at the secondary level to provide additional social work services beyond what is provided by school staff. The high school uses the LINK program to orient freshmen and build connections with older peers. Our alternative high school uses the CORE Project as their advisory curriculum to meet the specialized needs of an at-risk student population in building a sense of community and belonging. For staff, this year the district added an Employee Assistance Program to the benefit package which provides eight counseling visits per year per incident to all employees and their dependents.

**Examples of how APR ESSER funds were used to address subgroups of students disproportionately impacted by COVID:**

Students with disabilities: To provide additional support for students with disabilities, the district hired an assistant director of special education, an additional Board Certified Behavior Analyst (BCBA), additional special education and behavioral support personnel. The three largest sites each have a building level behavior interventionist to assist with behavior interventions which in turn positively impacts students' academic learning. Additional behavioral interventionists are being hired to provide the assistance at other buildings. Copies of the social/emotional curricular materials used for the past 20 years were purchased for those elementary school counselors who were sharing materials for the conflict resolution lessons. Direct instruction is provided in small groups to meet the social and behavioral needs of students. Academic curriculum is being reviewed and aligned between buildings and grades to provide consistent evidence-based intervention for students identified for small group instruction.

Students experiencing homelessness: As a result of regional SDE McKinney-Vento training, the district liaison and federal programs director conducted a review of district policy and procedures. Thus, students who are McKinney-Vento qualified (homeless) are receiving additional academic, social, emotional and mental health support from their home school staff as well as the district liaison. The website and print materials were updated, and a calendar of events to support McKinney-Vento qualified students was published. Further, periodic check-ins for students and families experiencing homelessness are scheduled by the liaison. For instance, most recently, an attendance and grade audit was conducted by the liaison of all McKinney-Vento qualified students. For any student underperforming in these areas, the liaison worked with school counselors to follow-up with parents, meet with students, and adjust levels and types of support for students and their families. The liaison also adjusted her information tracking system to include the academic, social, emotional, and mental health needs of McKinney-Vento qualified students.

Students from low-income families: To support students from low-income families, New Vision High School has partnered with a local business to create a clothing closet. They are opening this support to school district students by providing socks, underwear, and other essential clothes for students of all ages.

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.*

Systematic math and reading core instruction and remediation is a focus for the Post Falls School District.

Universal Screening: All K-5 students are screened three times per year in both subject areas using Istation (reading) and i-Ready (math) diagnostic assessments. Students in grades 6-8 are screened three times per year in both subjects using i-Ready (reading and math). Grade level or subject level teachers review the data to identify students in need of support. At the high school level, grades 9 - 12, universal screening encompasses the monitoring of student attendance, behavior, grades and credit accrual.

Goal setting: Each school is required to develop their building SMART goals (Specific, Measurable, Achievable, Relevant, Time bound) for both math and reading based on their beginning of the year universal screening data. The district leadership team reviews and evaluates building SMART goals, past achievement and progress throughout the year. Staff then align their Individual Professional Learning Plans (IPLPs) with building goals. In order to meet or exceed their academic goals, each building leadership team, building principal and Assistant Superintendents for Secondary Programs and Elementary Programs analyze assessment data and supervise and evaluate the goals at each building.

Interventions: All students receive core grade level instruction in both reading and math. For those qualifying for additional interventions, individualized goals are written in the appropriate subject area. Highly trained staff explicitly teach lessons to meet students' needs. Intervention times are embedded within the school day utilizing board-adopted core curriculum and evidence-based supplemental materials. Depending on the level of support needed for each child, progress monitoring is employed weekly, twice a month, or monthly. Teams of teachers meet regularly to review student data related to gaps in learning and dialogue about student progress toward grade level proficiency. (When necessary, these teams also review data related to student behavior following a similar process.) Based on student progress throughout the year, changes to the time, intensity or focus of the interventions are determined by the team and immediately employed. Information related to this process is communicated regularly with parents and documented in teacher contacts with students and parents. At the high school level, grades 9 - 12, intervention plans are developed based on unique student needs as they relate to student attendance, behavior, grades and credit accrual. Finally, on a regular basis through scheduled meetings and informal conversations, principals share with each other specific strategies and professional development they are using to assist teachers in reaching their classroom and building goals.



## 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:	
<i>Dena Naccarato</i>	
Superintendent/Charter Administrator Signature:	Date:
<i>Dena Naccarato</i>	<i>2/7/2022</i>
Local Board of Trustees, President's Printed Name:	
<i>Michelle Lippert</i>	
Local Board of Trustees, President's Signature:	Date:
<i>Michelle Lippert</i>	<i>2/7/2022</i>

**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.**