



## 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 [leng.lich@sd.e.idaho.gov](mailto:leng.lich@sd.e.idaho.gov) by October 1, 2021.

**LEA# and Name: Lakeland Jt. School District 272**

**Website link to the LEA's ARP ESSER Plan - Use of Funds:**  
<https://www.sd272.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 Board of Trustees approved a Parent Subcommittee that provided an opportunity for all parents to give input about our Operational Plan. All parents were given the opportunity to be a member of the Parent Subcommittee and all 12 schools are represented. Surveys for all stakeholders, including the staff, have been an ongoing method of gathering feedback.

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.*

Our District will utilize funds to maintain a proactive disinfection and cleaning system, while optimizing social distancing as appropriate in the space provided. The Parent Subcommittee is responsible for gathering feedback and recommending the safe return to school flowchart to the Board of Trustees.

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 .*

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

- 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.*

Academics & Activities: In an effort to engage students in accelerated learning interventions to reverse crisis-related unfinished learning (learning loss) and strengthen future learning trends, the USD has purchased iReady licenses for both ELA and math diagnostic assessment and individual learning pathways. We will implement targeted and intensive programs focused on basic literacy and numeracy to support accelerated learning, particularly for those students who are furthest behind their peers. Our Technology Integration Coach will continue to work with staff to increase technology-based learning strategies to support acceleration and close the unfinished learning gap. For students who are out of school for an extended period of time, teachers may offer Google Classroom and/or access to classroom instruction via remote learning.

Each building team will continue to follow all procedures and protocols related to MTSS for all students including students with an IEP or 504. The child's team will identify any accommodations deemed necessary and appropriate to ensure that EVERY child thrives in this challenging environment. The accommodations may be aligned to academic, social/emotional, and/or health and safety. For a child on an IEP or 504, no plan will be developed outside the IEP/504 team.

Social, Emotional, Mental Health, Health and Safety, and Child Nutrition: The LJSD has school-based counselors available to students as needed. The District will continue to support students socially through evidence-based programs such as Rachel's Challenge and Second Step. The District will continue to employ enhanced cleaning protocols each day to ensure that students are provided a safe, healthy learning environment with intensive cleaning protocols for classrooms with confirmed COVID cases. Every student will be provided a free breakfast and lunch through our Child Nutrition program as a result of our waiver from the USDA.

The District will continue to employ enhanced cleaning protocols each day to ensure that staff are provided a safe, healthy working environment with intensive cleaning protocols for classrooms with confirmed COVID cases.

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.*

After implementing Unfinished Learning (Learning Loss) programs throughout the school year and into next summer, we will reassess individual student skill gaps to identify additional programs/supports necessary to meet the needs of each student. Supporting staffing and healthy/clean schools are the priority .

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.*

Building Admin, along with Counselors, will measure growth throughout the year and specifically identify growth in our Unfinished Learning. At the end of the year, the teams will reassess individual learning gaps to identify students for summer and jumpstart programs. The secret to success is to identify unfinished learning/skill gaps for each student in their Individual Learning Plans.

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.*

We are utilizing our iReady Math and curriculum based reading benchmark assessments throughout the year for all students and all school MTSS teams will track/document the data to monitor student progress and the effectiveness of the interventions for each student. Individual Learning Plans will be addressed formatively throughout the year based on real time progress monitoring and adjustment to instruction so we are most effectively able to address unfinished learning for all students.

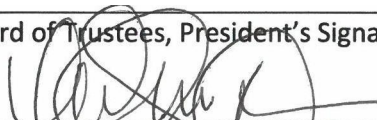
## Section 2: Assurances

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 181	<b>No</b> <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 181	<b>No</b> <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 181	<b>No</b> <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	Yes 181	<b>No</b>

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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 [8J]	No <input type="checkbox"/>

### Signatures

Superintendent/Charter Administrator Printed <b>Name:</b> <b>Becky Meyer, Ph.D.</b>	
Superintendent Signature,	Date: September 24, 2021
Local Board of Trustees, President's Printed Name: Board Chair Michelle Thompson	
Local Board of Trustees, President's Signature: 	Date: September 24, 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.

