



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 by October 1, 2021.

LEA # and Name: St. Maries Joint School District #41

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

<https://www.sd41.org/Page/82>

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 District maintains a rubric identifying facilities needs throughout the District. This rubric was developed using input gathered in facilities tours during bond/levy cycles, and input from contractors. The District engaged MiKinstry to complete an energy audit in the 2020-2021 school year. ARP ESSER funds were a discussion item in regular meetings of the Board of Trustees. The agenda for these meetings was posted on our website.

The School Reopening Task Force was used to gather input in regard to these funds. The Task Force was comprised of parents and patrons from the District as well as certified and classified staff. The local newspaper covered the meetings and published updates in regard to the work of the Task Force. The Task Force met four times in the summer of 2022, twice during the 2020-2021 school year, twice during the summer of 2021, and will meet again twice during the 2021-2022 school year.

A need for a summer school to provide credit recovery for students in grades 6-12 was identified. Additionally, an opportunity to provide students in grade K/12 with small group interventions to recoup learning loss was identified as a need. Finally, the inability to increase air exchange in the high school HVAC system was identified as a concern that needed to be addressed.

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.*

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

The HVAC system at St. Maries High School is old and air exchange cannot be adjusted. Many of the units do not allow for exchange of outside air at all. The CDC recommends that schools increase the exchange of air from the outside to reduce the spread of COVID.

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 District has identified that some students who initially enrolled in online learning with outside programs were unsuccessful. These students missed important content and /or lost credit for the semester. Additionally, students who did not attend school regularly or did not participate in remote learning have also been found to be at risk. These factors have led to an increase in the number of students that are not on track to graduate with their class or drop out. These students have been identified through benchmark testing and transcript audits. In the summer of 2021 students who needed credit recovery were provided the opportunity to attend up to four sessions of summer school. During the 2021-2022 school year, a certified staff member was added at each building to provide students with small group intervention.

Because students with disabilities have been found to be less successful in a Distance Learning setting, ESSER funds have been used to provide resources to enable face to face instruction and accommodations for students with special needs when SD41 was in soft closure/Category Red due to increased spread of COVID-19.

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.*

Certified staff was added at each building in the district to provide small group intervention. Additionally, credit recovery opportunities were provided at the

secondary level. Both elementary schools were provided a budget based on their enrollment to use to purchase additional learning tools needed for small group instruction.

Additionally, Face to face instruction will be provided to Special Education Students in accordance with their IDLP when schools are in Distance Learning.

- 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.*

Many students have been impacted socially and emotionally by COVID, however we have found that children who live in in transition, homeless, live in financially unstable homes, SpEd, or EL often struggle even more due to lack of resources. Time to Teach has been implemented K/12. Second Step has been implemented in grades K/6. Both of these programs teach students the skills they would need in times of stress or conflict. Additionally, these programs teach self-regulation skills, and self-advocacy skills. These programs will help staff identify students who are struggling in school socially and emotionally and provide the students with the skills needed to be successful.

All students in grades K/12 are assessed three times each year using STAR or IStation assessments to identify students at risk academically. Special Education, Title 1, and Migrant needs are considered in the identification of students.

Second Steps preschool curriculum has been purchased to help address the social, emotional, and mental health needs of three and four year olds attending the SD41 preschool

Social Thinking curriculum will be purchased to help address the social, emotional, and mental health needs of students with special needs in grades Kindergarten through 12th grade.



- 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.*

All students in grades K/12 will be tested three times a year using STAR and IStation assessments. Students that are identified for intervention will be progress monitored monthly. Students in grades 3/12 will complete the Interim ISAT assessment as well as the regularly scheduled ISAT assessment. Additionally, all students in grades 6/12 will participate in a transcript audit to identify students who are not on tract for promotion or to graduate on time.

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: Alica M. Holthaus	
Superintendent/Charter Administrator Signature: 	Date: October 19, 2021
Local Board of Trustees, President's Printed Name: Jody Hendrickx	
Local Board of Trustees, President's Signature: 	Date: October 19, 2021

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