



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: Whitepine 288

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

Click or tap here to enter text.
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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 Whitepine School District will hold meetings with Stakeholders, Superintendent and the School Board approximately every 6 months. A stakeholder meeting will be held to gather input, examine the budget, and make recommendations to the school board. These dates are as follows:

- August 9, 2021 – Meeting with stakeholders completed.
- September 13, 2021 – Potential actions submitted to the board.
- January 5, 2022 – Meeting with Stakeholders scheduled.
- January 10, 2022 – Potential actions submitted to the board.
- July 6, 2022 – Meeting with Stakeholders scheduled.
- July 11, 2022 – Potential actions submitted to the board.
- January 4, 2023 – Meeting with Stakeholders scheduled.
- January 9, 2023 - Potential actions submitted to the board.
- July 5 2023 – Meeting with Stakeholders scheduled.
- July 9, 2023 - Potential actions submitted to the board.

Stakeholders involved: Meetings open to all community members. Meeting locations, dates and times will be posted on our website, announced at board meetings, and in district newsletters that are mailed out.

August 9, 2021 Meeting: Stakeholders had the opportunity to examine the budget, the covid funds, and allowable expenses. The Response to Intervention program was the focus of this meeting.

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 district will purchase hand sanitizer and cleaning supplies for its facilities.

The district will continue to use online platforms for a smooth transition to online learning if that becomes necessary. We will also use this funding to renew our subscriptions to these platforms.

The district will upgrade heating and air system as needed.

The district will purchase preventative items as needed. Masks, plexiglas, covid tests, gloves, etc.

If necessary, the district will employ a nurse to check routinely perform covid safety assessments of the facility and make recommendations for improvements.

If remote learning becomes necessary, the district may develop a mental health program to promote socialization among students.

The district will employ paraprofessionals to support students who have experience learning loss.

The district will use research based practices to assess students and provide support through our RTI program, small group exercises with paraprofessionals or other supportive methods.

The district will examine the possibility of designing and constructing an outdoor classroom.

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.*

¹ The most recent guidelines can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

The district will offer summer school services for grades K-12. Grades K-6 will focus on strengthening student deficits using our STAR, ISAT and IRI data. Grades 6-12 focus on credit recovery. Estimated cost of summer school for 2022 and 2023 ranges from \$0-\$20,000.

The district will provide an extended school year when applicable. Estimated cost of an extended school year in the summer of 2022 and 2023 ranges from \$0-\$10,000.

The district will employ paraprofessionals to support student learning. Specifically, they will work with students in small groups or will work one on one with students to provide more support. Estimated cost of employment from August 2021-December 2023 ranges from \$30,000-\$80,000.

The district will run a Response to Intervention program at the secondary level which will employ an RTI coordinator and 6-12 tutors to support student with the academic work. Grades 6-12 will be flagged in the new RTI program based off their percentages in their core classes. Tutoring services will also be available to grades K-5 but they will not be mandatory. Estimated cost of program from August 2021-December 2023 is \$30,000.

Whitepine 288 ESSER 3 Allocation: \$276,006

20% of ESSER 3 Allocation: \$55,201.20

Estimated cost of programs described above: \$60,000 - \$140,000.

The district will explore and use interventions that target Social and Emotional support.

The district will ensure students have access to internet connectivity if changes occur that warrant distance learning.

The district will specifically target the students who are at risk of being the least engaged in at home learning or have gaps in their education due to learning loss.

Additionally, assessments such as STAR, ISAT, IRI, etc. will help the district determine which students need additional support. Our RTI program will respond to each student differently based on their individual needs.

The district has hired additional classified staff to help support learning loss that occurred due to the pandemic. The classified staff supports both our general educational program as well as our special educational program.

- 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.*

The District is considering the following purchases:

1. Additional playground equipment to allow for social distancing.
2. Additional lockers for the sports locker rooms to allow for social distancing.
3. An assessment platform for interim smarter balanced assessments aligned with our math and English curriculum.
4. Whitepine School District t-shirts for all students in order to make all students feel inclusive.
5. Building an outdoor classroom.
6. Additional time for staff members to address learning loss and gaps in achievement.
7. Financial support for students in programs that may burden families with additional financial costs. Example: Athletics.

These items are especially impactful for those disproportionately impacted by covid-19.

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.*

The RTI Program is based off the percentages students have earned in their classes. We will continue to use this program until their grades improve. This intervention will remain implemented until they are no longer flagged by the RTI program. More detailed documentation is available outlining our new RTI program if necessary.

- a. We will use the funds to increase preparedness and response to covid cases.
 - b. We will provide leadership with the resources necessary to serve students and families remotely if necessary.
 - c. We will address needs for low-income families.
 - d. We will address the unique needs of special education students.
 - e. We will purchase supplies to sanitize and clean the facilities
 - f. We will plan and implement short and long term closures if needed.
 - g. We will provide activities that support the mental health of our staff and students.
 - h. We will provide 1 to 1 targeted teaching approaches for students when needed.
 - i. Our counseling program will meet regularly with students who need additional mental and social support.
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 RTI program has regular scheduled check ins every Monday morning for the first 15 minutes of school. During this time, students check grades, write goals and self-report to tutoring if necessary. The RTI coordinator has weekly meetings with students who are at risk and who have been placed in tier 1, 2 or 3.

The district will use its STAR, IRI, ISAT and new ISAT Interim assessment as progress monitoring in addition with their academic grades.

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 <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: Kendrick Jared	
Superintendent/Charter Administrator Signature:	Date: September 13, 2021
Local Board of Trustees, President's Printed Name: Beverly Clark	
Local Board of Trustees, President's Signature:	Date: September 13, 2021

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