



KJSD 283 ARP ESSER Plan – Use of Funds

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: Kendrick Joint School District #283

Website link to the LEA's ARP ESSER Plan – Use of Funds:
<https://www.dist283.org/District283>

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 original COVID-19 Reopening Plan that was implemented in the Fall of 2020 was presented to District staff and parents and feedback was requested. The draft of the plan was then presented at a public Board of Trustees meeting for additional feedback before eventual adoption. The current draft of the plan with items required by the American Rescue Plan was presented at a public School Board meeting in August of 2021 for feedback and then further feedback was sought by the District's Crisis Committee with representation from the District Leadership Team in August and September of 2021. Upon further amendment based on feedback, the plan was again presented at a public September Board of Trustees meeting for adoption.

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.*

Funds will be used to ensure schools are properly cleaned and disinfected to help mitigate the spread of the virus. The CDC recommends surfaces be cleaned at least once per day. Funding will ensure staff have an appropriate amount of time to properly clean all buildings. Funds have and will also be used to purchase additional furniture in an effort to help distance students and staff appropriately. Additionally, funds will be used to replace air filters as needed as well as maintain proper ventilation and air flow throughout the buildings.

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*

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

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.

A minimum of 20% of allotted funds will be used to address learning loss due to the pandemic. The following evidence-based strategies have been identified as interventions we intend to utilize: 1. Extended day academic support; 2. Summer Learning Program(s); 3. Additional evidence-based curriculum; 4. Targeted internet connectivity support; and 5. Social and emotional support through an evidence-based school program.

These identified strategies will specifically target those populations of students that were least engaged in at-home learning and have experienced the greatest gaps in education. We will specifically engage those students most at-risk with summer learning and extended-day learning.

Inherently, these are the students most at risk of dropping out and experiencing social and emotional impacts related to the pandemic. Each of these strategies listed above will positively impact their educational outcomes as well as help close the educational gaps that have been created.

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.

Funds will be used for a broad range of needs consistent with the American Rescue Plan 2001(e)(2). Specifically, the following areas will be addressed:

- *Increased preparedness and response to widespread sickness, such as COVID-19.
- *Providing Principals and school directors with the resources necessary to address the needs of their specific schools, especially related to sickness and the ability to serve students and families remotely.
- *Address unique needs to low-income students and students with disabilities.
- *Purchasing supplies to sanitize and clean the facilities of the LEA.
- *Planning for, coordinating, and implementing activities during long-term closures or during periods of hybrid model schedules with specific safety measures in place that differ from normal operational modes.
- *Providing activities and items that support mental health and social/emotional learning.

More specifically, the following items have been identified as district needs associated with the pandemic:

- *Flooring upgrades which would allow for more efficient cleaning and a more sanitary school

environment.

*Additional custodial supplies and equipment to better address school sanitization and cleanliness.

*Additional staff time/members to better address learning loss and gaps in achievement.

*Additional school furniture to help create more/bigger learning areas.

*Financial support of programs that are traditionally difficult for low-income students to participate in (athletics, etc.)

*Technology items/software that would better allow for the dissemination of information to stakeholders and students.

These items identified are especially impactful for those 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.

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 academic interventions the Kendrick Joint School District is intending to implement provide students with additional academic time with more targeted 1 on 1 teaching and support. Both an extended school day and summer learning program will provide students additional learning opportunities as well as opportunities to earn lost credit towards graduation. During the period of time where students were in a “learning at home” model, those students most impacted were students from low-income households as well as students with disabilities and those experiencing homelessness. These strategies will help close that gap of achievement that was widened previously. In addition, social, emotional, and mental health will be addressed using the “Leader In Me” program, which is an SEL program proven to yield positive results.

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.* Given our small school environment, we will have the ability to effectively progress monitor our students using the following tools: Idaho Standardized Tests (ISAT’s), the Idaho Reading Indicator, student grades, and formative tools already in use in classes.

We also get regular feedback from students through the use of surveys, as well as anecdotal feedback, to assess student mental health. The strategies will continue to be utilized in getting feedback regarding the effectiveness of our tools.

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: Click or tap here to enter text.	
Superintendent/Charter Administrator Signature:	Date: Click or tap to enter a date.
Local Board of Trustees, President's Printed Name: Click or tap here to enter text.	
Local Board of Trustees, President's Signature:	Date: Click or tap to enter a date.

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