



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 lenglish@sde.idaho.gov by October 1, 2021.

LEA # and Name: South Lemhi #292

Website link to the LEA's ARP ESSER Plan – Use of Funds: https://www.leadoreschool.org/District/Links-Forms
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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.*

During the past two years or so, this LEA has been given funding, both federal and state, to combat the challenges that the COVID pandemic has brought to our area. Due to stated challenges, this LEA, as well as thousands across the country, has struggled to maintain the quality of education that comes from the many variables associated with keeping “the doors open during a time or crisis”. Everyday new challenges arise and task the LEA to adjust in order to stay ahead of the curve...whatever that may include.

Transparency and communication have been key to the implementation and allocation of the precious and needed funding. For these reasons, every attempt has been made to include community input. Plans have been made for best practices and spending. Board members are updated constantly regarding purchases (according to the agreed upon goals created during board meetings and daily adjustments). The community is informed regularly through weekly announcements and newsletters. This and the inclusion of the many new committees for Continuous Improvement, Technology, and Curriculum Develop (made up of teaching staff, school board members, and volunteer community members) have all contributed to purchasing technology that helps students on the occasion that they need to quarantine at home, clean/disinfect the school in different ways (more thoroughly), compensate for social distancing procedures, and address any “learning loss” issues that have been a result prolonged sickness in our community.

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.*

This LEA is comparatively small in relation to other districts. Both students and staff are constantly interacting throughout the week during the school day and beyond. Social distancing procedures have been established and mutual respect is encouraged/enforced for those that

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

enter within our two buildings. Funding has been directed to hire more help within the classrooms, clean, and to purchase safety materials and/or cleaning supplies to add a higher level of protection to our community and also allows our students to worry more about education and less about viruses and sickness.

With the addition of more help comes more self-awareness. Students (staff and community) are taught to be aware of their surroundings...i.e., wash hands better, cough correctly, protect yourself and others by what you do and say. This takes additional time to implement in the classroom in the hopes that better habits are created. This "education" has become necessary because of our size. According to CDC guidelines, one person with a sickness can potentially shut down our entire school if we don't take the time to protect ourselves and others. This LEA's focus is not on how we will reopen but more so, what do we do preventively so we don't shut down.

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.*

In an attempt to answer each question from above collectively and directly, there needs to be an understanding regarding this LEA. Prior to the mandated COVID shutdown during the Spring of 2019-20, steps were taken to prepare for distant learning. Staff, students, and community were involved in trainings that simulated a shutdown (at the time relating to school closures brought on by weather conditions). The training was valuable for the simple reason that the district was better prepared to handle the subsequent shutdown brought on by the COVID pandemic. The district was able to continue in an online format with little effort but with strong convictions that there would be short- and long-term consequences due to the disruption of the traditional classroom setting.

Socioemotional problems became of concern with staff and students. Stress levels shot out the roof and fear quickly took control as the district worked to maintain some form of compliance to the "new normal" as it was regularly referred to.

The staff met weekly to discuss methods of delivery, problems, and more importantly, the success of distant learning in a synchronous format. Unfortunately, our staff being "understaffed" already took a hit while quarantined. Moral was terrible. Stress was high. Health was debatable. Our community rallied and did what they could to support the circumstance presented. Learning loss occurred across the board. It was seen the most in the lower levels K-4. Presently, this LEA has purchased new reading curriculum and hired support staff to help overcome the gaps that resulted from the COVID problem. Currently, close to 34% of the total funding given to this LEA has been devoted to resolving the learning loss problems and to help overworked teachers recuperate from this devastating pandemic. This plan has its own

problematic outcome though. We will only have enough funding to last this school year. Once the year is over and funding runs out, we will revert back to being understaffed and overworked. The hope is that we can once again prepare for the best education we can offer our students and community while we have this funding resource so the resolve may be felt for years to come.

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.*

Apart from the learning loss designation, funding will be used in the following ways...

Technology: Connectivity will take a portion of funding. New laptops will replace older (7-9yr old machines) and those that have been damaged from the surge of "take home" demands due to social distancing and quarantining. Other technology for streaming meetings, events, and remote learning will also be purchased.

Facilities: New HVAC in the elementary. The Leadore building is 63yrs old. It still has the original radiant steam heaters. These units are being replaced with more efficient, filtered, forced air units that will clean the air, circulate heat, and provide more space in the classrooms for COVID related precautions. Replacing the windows in the building is also being considered as an improvement this coming Spring.

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.*

It has been stated that this LEA is small. The average class size is between 5 and 7 students on any given year. Personal attention has been given to each and every student to assess their mental stability because the staff is able to do so. This LEA prides itself on its ability to listen to students and make reasonable conclusions as to the socioemotional needs that are presented. Staff (teachers and aides) have been training to look for signs of concern regarding behaviors with our students as well as with coworkers. Administration makes routine visits to every classroom to assess teacher stability and student wellbeing. The LEA is fortunate to have an increase in enrollment with no students working from home.

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.*

Last year was this LEA's Accreditation year. The District was found proficient or better across the board. The feedback stressed the importance of using data for assessment, which has been a real struggle in the past.

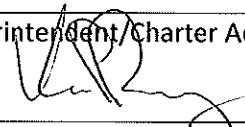
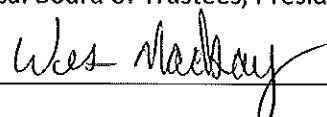
Currently, many of the teachers and administrators are attending classes that instruct assessment options for students and educational progression. Typically, the LEA has used data from state testing in an effort to gauge student learning. Now, because of the trainings, the LEA is developing protocols for in class assessment for all students, i.e., those that struggle as well as those that need more challenges in their education. The feedback from the Accreditation in

addition to the gaps we have experienced with COVID has spurred us to monitor our students in different and innovative ways to check their progress. The specific forms in which assessment will take place is still being created so there is no evidence currently that will demonstrate the effectiveness of what has been learn. A portion of the assessment process will be evaluated by the Continuous Improvement committee as we progress though this school year.

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: Kevin Ramsey	
Superintendent/Charter Administrator Signature: 	Date: September 30, 2021
Local Board of Trustees, President's Printed Name: Wes Mackay	
Local Board of Trustees, President's Signature: 	Date: September 30, 2021

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