



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: Lapwai School District #341
Website link to the LEA's ARP ESSER Plan – Use of Funds: www.Lapwai.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.

Community and stakeholder input will be gathered during the Annual Celebrating Families in Our Community Event each fall.

Community groups will be engaged in opportunities for input including:

Lapwai School District Board of Trustees: Gathered at publicly posted meetings

Nimiipuu Health

Nimiipuu Behavioral Health

Indian Parent Committee: Gathered during meetings

Nez Perce Tribe

Family Engagement Teams: Gathered during meetings

Lapwai Community Coalition: Gathered during meetings

Nez Perce Tribe Circle of Elders: Gathered during meetings

The use of funds plan was included in a publicly posted school board meeting agenda. The opportunity for input was also included in in the Superintendent's Weekly Update newsletter which is posted on the District website and social media as well as distributed by the Nez Perce Tribe. Input was gathered as an agenda item during meetings whenever possible. For other stakeholders, it was shared by email with an invitation for input and opportunity to schedule a meeting to discuss the plan further.

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.*

Improving indoor air quality systems and supports including yet not limited to HVAC upgrades and purchasing HEPA filters as needed.

Improving school facilities and equipment to reduce risk of virus transmission and exposure to environmental health hazards as well as increase social distancing.

Increased opportunities for outdoor education and social distancing:

- a. Outdoor physical education equipment
- b. Covered outdoor seating areas
- c. Repair and resurfacing of existing outdoor physical education spaces

Maintain sanitization and ionization supplies for student occupied areas and buses.

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;*

Continue to employ existing staff: Maintain personnel that remove barriers to regular and punctual attendance.

- Elementary Attendance Clerk
- Middle-High Attendance Clerk
- Community Resource Specialist and Truancy Interventionist

- b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*

Continue to employ and hire staff as needed for learning loss recovery and leap ahead services.

Provide curricular and intervention materials for learning loss recovery and leap ahead as needed.

- c. *Students most at-risk of dropping out of school.*

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

Continue to employ and hire staff as needed for an alternative learning environment at Lapwai Middle-High School called the Empowerment Room. An adjoining room to the library, these spaces are intended to support both students requiring credit recovery as well as advanced opportunities. Objectives include:

- Welcoming Environment
- Atmosphere of Respect and Safety
- Emphasis on Success
- Celebrating Positives
- High Expectations
- Adherence to the Student Code of Conduct

Provide curricular and intervention materials for the Empowerment Room.

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.

- Class size reduction to increase individual and small group direct instruction.
- Additional planning and preparation compensation for Individual education plan meetings.
- Compensation for response to intervention and multi-tiered system of supports planning and collaboration.

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.*

- Purchasing educational technology and supporting additional technology personnel.
- Developing and implementing procedures and systems to improve preparedness and response efforts.
- Planning for or implementing activities during long-term closures, including providing meals to students and providing technology for online learning.
- Planning and implementing activities related to summer learning and supplemental after-school programs.

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.*

Support continued services, contracts, and interventionists to ensure appropriate supports to children with disabilities.

Continue to employ existing resources and/or provide curricular and intervention materials for the following roles:

Lori Ravet: Special Education Director and School Psychologist
Kristen Bateman: Elementary Counselor and School Psychologist
Speech and Language, Occupational Therapy, and Physical Therapy Personnel
Josh Nellesen: Middle-High Academic Guidance Counselor
Shawna Leighton: Community Resource Specialist and Truancy Interventionist
Jennifer Becker: Elementary PBIS Coordinator
Bonnie Franke: Middle-High PBIS Coordinator
Iris Chimburas: Empowerment Room Teacher
Jenny Williams: Cultural Specialist
Lori Lynn Parrish: Home School Liaison
Jennifer Williams: Guidance Service Specialist

Meet professional development and training to address the academic, social, emotional, and mental health needs of all students.

Ensure all Lapwai School District students have access to mental health and counseling services outside of school when needed.

Sustain supplies, materials, and resources for district Positive Behavioral Interventions and Supports.

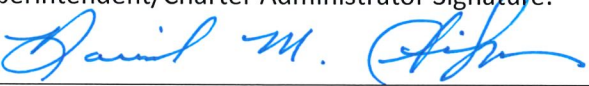

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

- Both schools hold Leadership Team Meetings for a minimum of four hours per month with support from district administrators to engage in data analysis, goal setting, and action planning to advance growth in student achievement.
- Instructional staff are engaged in weekly Professional Learning Community meetings to monitor and advance growth in student achievement.
- Weekly professional development every Friday from 1:30 p.m. 3:30 p.m. to provide time for research-based learning and data analysis is board approved and built into the school calendar. Professional development currently involves all instructional staff including para-educators.
- Professional development includes a research-based and data-driven approach to increasing student engagement, deepening student learning, and use of intervention and assessment 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: Dr. David M. Aiken	
Superintendent/Charter Administrator Signature: 	Date: January 19, 2022
Local Board of Trustees, President's Printed Name: Sonya Samuels-Allen	
Local Board of Trustees, President's Signature: 	Date: January 19, 2022

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