



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: Highland Joint School District #305
Website link to the LEA's ARP ESSER Plan – Use of Funds: http://www.sd305.k12.id.us/

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.*

LEA engaged with staff in August of 2021 to discuss implementation of the plan and prioritizing the use of ARP ESSER funds to improve instructional outcomes and create prevention and mitigation strategies around the Covid19 Epidemic. The public was also invited to the August 2021 and September 2021 regularly scheduled Board of Trustee meetings. The LEA solicited input from the public and the elected school board members on the use of funds.
- 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 increase ventilation in the classroom as well as providing cleaning and sanitizing supplies for staff and students. Touchless faucets will be installed in student bathrooms. Funds will also be expended to provide PPE for staff and students.
- 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.*

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

- 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 LEA will use funds to address learning loss in our most vulnerable populations including our children from disadvantaged backgrounds and those children with exceptional learning needs. Funds will be used to redesign Highland's MTSS/RTI program to better meet the needs of students who have been identified as needing additional academic support. Materials, training and curriculum will be purchased to specifically target the areas of learning loss and create a prescriptive approach toward bridging academic gaps. The LEA will also purchase materials and training to create a richer, hands on curriculum for students who were unable to experience those lessons during school closure/online learning. The LEA is going to improve the quality of materials available to students in labs and other STEM fields

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.*

In order to inclusively support student success across the entire LEA the remaining funds will be spent on the following:

- purchasing supplies to sanitize and clean the LEA's facilities;
- repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, including improving air quality
- purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
- providing mental health services and supports, including through the implementation of evidence based full-service community schools

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.*

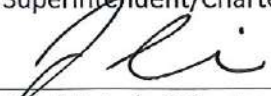
LEA Progress monitors all students regularly regardless of race, income, disability, or economic status that we have identified are in need of academic or social emotional support. School staff meets monthly to ensure that interventions put in place for each individual student are effective. Additionally, the LEA has both school wide and targeted supports for social emotional learning through the daily advisory period. If additional resources are needed, we have counseling staff and outside mental health organizations that are partnered with the school to provide additional 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. Highland JSD will monitor students' progress through a number of measures including but not limited to: Aimsweb, Idaho Reading Index, ISAT, SAT, report cards, in class assessments and teacher observations.

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: Jacob Gion	
Superintendent/Charter Administrator Signature: 	Date: Click or tap to enter a date. 9/13/21
Local Board of Trustees, President's Printed Name: Mere Jo Haight	

Local Board of Trustees, President's Signature:

Mere Gottaight

Date:

Click or tap to enter a date.

09/12/2021

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