



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: Kootenai School District #274
Website link to the LEA's ARP ESSER Plan – Use of Funds: www.sd274.com

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.*

In the beginning of September, a survey was sent to families, community members, and all staff for input on how the ARP funds should be used. An open ended question was included. The results were then taken into consideration for developing a budget for the use of the funding.

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.*

A playground renovation used funds to provide students the ability to be outside and exercise. Funds were used to purchase addition student transportation to enable greater social distancing and provide access to more athletic opportunities.
Room air sanitizers were purchased to help kill viruses such as Covid.
N95 masks were purchased for staff to use at work to help prevent the spread of infectious diseases.

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;*

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

- 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.*

We have created a "Zero Hour" set of classes that will allow students to make up credit lost due to Covid related absences, distant learning, and other uncontrollable events. This is open to all sub-groups as well as majority groups. We also plan on having a summer school in 2022 to help younger students make up the skill gap created from home schooling, remote learning, and other Covid related events.

- 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.*

Building maintenance and up-keep are included to ensure a safe and well-functioning facility are available for students and faculty.

Remaining funds will be used to offset previous expenditures and revenue cuts due to the Covid epidemic from other revenue sources.

- 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.*

- Provide students with additional support during summer school, after school, and intervention programs.
- All students participate in ongoing diagnostic assessments to identify academic needs.
- Students identified as "at risk" may have a RTI, IEP, 504, or IDLP plan developed to address student needs.
- The KSD employs a full time Guidance Counselor.
- The KSD Safety committee meets to address staff safety concerns to include social/emotional/mental health needs.

- 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.*

Zero hour credit recovery classes will be monitored by the staff teaching the classes and ensuring the student's needs are met. A summer school learning loss program, if implemented, will include researched based progress monitoring of students attending the classes.

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: Wade Pilloud	
Charter Administrator Signature:	Date: January 14, 2022
Local Board of Trustees, President's Printed Name: Richard Me	
Local Board of Trustees, President's Signature:	Date: January 14, 2022

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