



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: West Bonner County SD #83

Website link to the LEA's ARP ESSER Plan – Use of Funds:

Click or tap here to enter text.

www.sd83.org/covid-19

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.*

Meetings were held with building administrators, special education director, and department heads to determine needs of students and each department. Each group had meetings at their respective sites to gather data, information, and other relevant information to this process. (May 2021). Information shared with the school board and local union, along with a board work session to gather feedback. Input was taken at this time as well. (June 2021)

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 link to our current reopening plan can be found on our website. Depending on the level of community spread as determined by our local health agency, we adjust accordingly. We currently employ additional staff to provide support in keeping our buildings and surfaces clean. We will use these funds to make sure we are stocked with face masks, face shields, sneeze guards, and adequate cleaning supplies. Additionally, we have used funds to create smaller class sizes and allow for physical distancing and are exploring other opportunities to improve facilities for distancing measures.

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.*

In order to address the concerns with learning loss as stated in items a-d, WBCSD has used ARP funds to fund summer learning programs at various locations this varies from work on specific math or reading skills at the younger grades (K-6) to credit recovery for students in grades (9-12). We are planning to contract with the Lee Pesky learning center for reading interventions K-3 and additional support personal to help with implementing small group interventions in the areas of math, reading, and writing (k-6). We are also going to have 2 math instructional coaches to work with all teachers (k-8), this will be to implement best practices in math instruction and provide support for those students who may need it. At the secondary level, both the junior high and high school will have additional staff to address learning loss and to provide an alternate setting for those students who may need it. We will be using the Edmentum program to help with this instruction, which will also be funded through these funds. These programs will allow for students to get extra assistance as well as work towards credit recovery if needed. These programs will also allow for enrichment for those students who are in need of those activities.

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.*

WBCSD believes in providing opportunities for all students to be successful in a safe environment, we are looking to make changes to our educational model and see results based on the interventions and enrichment we are putting into place. Along with all of the opportunities described in previous sections, the Board is considering the addition of a new lunchroom at our largest elementary school. Currently there is not enough space to distance students and accommodate all the lunches that need to be served in a reasonable amount of time. The new lunchroom would allow for spacing and would keep students safe and fed in a reasonable amount of time.

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.*


Besides the interventions listed above in question #3 for academics, WBCSD is planning to hire a social/emotional counselor at the (k-6) level. This will allow another counselor we already employ more time to work with the junior high aged students too. We also believe having the alternate setting available (7-12) will allow students the opportunities they need to be successful in a setting they may be more comfortable in.

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. **WBCSD currently implements Professional Learning Communities (PLCs) districtwide. We also have a robust Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS) protocol in place at each school and at the district level. These allow us to monitor the progress of students and measure the effectiveness of instructional strategies as well as interventions or enrichment activities. Through these processes we can respond to gaps in the learning continuum or address the well-being of students as they arise.**

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: Paul Anselmo	
Superintendent/Charter Administrator Signature: 	Date: July 21, 2021

Local Board of Trustees, President's Printed Name: Sandra Brower	
Local Board of Trustees, President's Signature: 	Date: July 21, 2021

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