

LEA ARP ESSER Plan – Use of Funds

LEA # and Name: Snake River School District #52

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

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.

- The Snake River School District Leadership Team made up of students, community members, parents, teachers, and administrators developed, reviewed and approved the plan. The school board meeting reviewed the plan in open meeting and approved the plan on September 15th.
- The plan was posted on the school website, patrons can post comments on the plan.
- District surveys staff and community on our Covid protocols biannually, in December 2021 and June 2022.

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) guidelines for reopening and operating schools for in-person learning.

- We have added additional custodial services to thoroughly clean once a day to remove potential virus that may be on surfaces. Electrostatic sprayers deployed to areas where students /staff/patrons with identified Covid. Electrostatic sprayer disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection.
- If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, we provide extra cleaning AND disinfecting in the space.
- Transportation, we added several new bus routes to reduce the number of students on a bus. We encourage open windows to improve air circulation when practical.
- Students and staff are closely monitored for symptoms. Individuals with fever/cough are asked to remain at home. Rapid and 72 hours tests are available through the district office.
- While use of masks is not mandatory, masks are recommended and available. Those who choose to wear them are supported by district staff.

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 after school programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, re engage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

- Students are provided additional tiered instruction outside regular instruction hours. We identify students who are well below grade level in single or multiple subjects using multiple assessment points including norm referenced national screeners, teacher created assessments, and teacher recommendations.

- Student needs are addressed if they have demonstrated poor attendance in person or remotely 2019-2021.
- Credit recovery is made available to students who have failed a course that affects graduation or grade promotion. A variety of options are available including IDLA Credit Recovery, Snake River Online High School, Friday School and planned 2022 Summer School.
- Students most at-risk for dropping out include: homeless, ELL and identified low income families. Other sub groups include: children in foster care, migratory students, Hispanic, Native American etc.
- The district will attempt to provide additional instruction at a lower student to teacher ratio.

We will be implementing the following programs:

Extended Day Programs

- School is offering extended day and Friday offerings October 8th through May 6th. Students are provided instructional help in identified subject areas using research based strategies and materials.

Intervention/Enrichment Activities

- Students will be provided with academic activities as well as other enrichment activities. We highly recommend this program for any student who is working below their academic level (many students are below their level due to missing school during the COVID pandemic). All students wanting additional help will be considered for Friday School.
- Additional teaching assistants will be hired to provide in-classroom intervention and assistance to students who missed in-person instruction and/or did not consistently participate in remote instruction.

Credit Recovery

- Students in grades 9-12 can take recovery credits (credits lost during the 2019-20 or 2020-21) through the Idaho Digital Learning Alliance. We would recommend no more than two credits taken per trimester for students already taking a full schedule of classes.

Tutoring

- In person tutoring will be provided for students in grades 7-12 on Fridays Oct 8-May 6 . Tutoring provided by certified and classified staff.
- Schoolhouse.world has just been made available to all students in Idaho and will be presented to staff to create a plan for use.

Summer School Programs

- The school district plans to operate a four to six week summer school during the months of June and July for any K-8 Student (tbd). There is no charge for summer school.
- The school district provides credit recovery programs for students grade 7-12. There is no charge for district students. Students living outside of the district boundaries apply through the open enrollment process to determine eligibility.

4. Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001€(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.

We will use remaining funding for the following:

- purchasing supplies to sanitize and clean the LEA's facilities
- continue to run and support our online school including our contract with Overture Learning
- improving indoor air quality;
- addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth; students and providing technology for online learning;
- purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) that aids in regular and substantive educational interaction between students and classroom instructors, including students from low-income families and children with disabilities;
- other activities that are necessary to maintain operation and continuity services, including continued employment of existing or hiring new LEA and school staff
- Efforts to hire and retain employees

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.

A. Students Mental Health and Wellness

- All schools have a certified School Counselor (One part-time counselor was added).
- In partnership with the Idaho Blue Cross Foundation we are part of the Healthy Minds Project where access to specialty behavioral health services for students and families is provided at school. This is provided through Center Counseling.
- Every student K-12 has a homeroom teacher or teacher advisor. These teachers (advisors) have specific responsibilities to watch out for their assigned students. They will monitor each student's mental health and wellness on a daily/weekly basis.
- All school staff have been trained in Trauma Informed Education and Understanding the Framework of Poverty.
- Sources of Strength (SEL Curriculum) was recently purchased and is available to staff and students in grades k-8.

B. Staff Mental Health and Wellness

- The district has a Wellness Committee to oversee and plan wellness activities for staff.

C. Staff and Student Support

- Special Programs Software was purchased to provide one convenient place for pre-referral, eligibility, IEP development, service documentation, state reporting, and data collection for Medicaid billing.
- 504 Accommodation - Document and track student service plan delivery with automated alerts for 504 eligibility and case monitoring.
- Response to Intervention (RTI) - Implement and track student interventions with curriculum-based measurement, student assistance teams, and progress monitoring.
- A district literacy team including administrators, general education teachers, special education teachers, and classified staff are participating in Cultivating Young Readers through the Idaho State Department of Education.
- English Language Learners (EL) - Make the process easier for English language learners and their families with guided documents and forms translated into languages other than English as needed.

D. Reduction in Class Size to Better Maintain Social Distancing and Provide

- 20 Plus additional teachers have been hired since Fall 2020 to support online and in person instruction.
- Some existing teachers have additional teaching periods in order to keep class sizes lower to allow for social distancing.

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.

Istation's Indicators of Progress (ISIP) is used to determine areas of strength and challenges. We currently use the assessment piece only, although the instructional piece is offered through IDLA's K-5 program and is being considered for use.

ISIP measures student growth and proficiency with engaging, computer-adaptive diagnostic and screening programs.

Star Reading, Math, and Early Literacy

- Used by grades K-11 three times a year as our Universal Screener.
- Renaissance Star Reading provides insights needed to guide literacy growth for emergent readers, struggling readers, and high achievers, whether you are testing in-person, remotely, or a combination of both.
- Renaissance Star Math Increases math mastery with actionable insight into each student's math skills and subskills—whether you're teaching in-person, remotely, or a blend of both. For universal screening, progress monitoring, goal setting, and more

IXL – ELA grades 2-6 and IXL Math grades 5-6

- The IXL personalized learning system will be used for specific interventions through personalized learning. With a comprehensive curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.

Idaho Digital Learning Alliance – (credit recovery 6-12)

- Idaho Digital Learning Alliance provides innovative education methods through digital learning, creating access and opportunity for our K-12 students.

Mileposts

- Mileposts is a data warehouse where a teacher can go to one place and look at data from all sources. It also warehouses all English Learner and 504 plans.

Mastery Manager

- Assessment tool used to allow students to take assessments online and teachers to run a variety of reports based on standards and skills.