# 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](mailto:lenglish@sde.idaho.gov) by October 1, 2021. Updated 2/16/22

| **LEA # and Name: #382 Rockland** |
| --- |
| **Website link to the LEA’s ARP ESSER Plan – Use of Funds:**  **https://rbulldogs.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.*

Surveys were created for the purpose of finding areas of need for the district these surveys were posted on the school website and social media pages. They were also emailed to parents. They also solicited feedback on the previous years and areas where we could improve. The plan has been discussed in several open meetings including two before school began and our most recent meeting. Updates are given in an open meeting monthly. The school board elected by the community to represent them was involved in identifying areas of need and ways to address them. They have final approval overall spending at the district and school level. The stakeholders that were involved were: the school board, community members, parents, employees, and school leadership.

1. *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*[[1]](#footnote-1)*for reopening and operating schools for in-person learning.*

Additional staff were added to areas that would be important in helping mitigate risk especially in facility cleaning and food service. They were also given additional hours to what we would normally offer to those employees. Equipment was purchased to improve cleaning efficiency and to help improve the ventilation and airflow in classrooms and common areas. This included fans for each room and the replacing of all school furnaces.

1. *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:*
   1. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
   2. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
   3. *Students most at-risk of dropping out of school.*
   4. S*ubgroups of students disproportionally 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 began offering month long summer classes to help students address learning loss due to the pandemic. Students who were below level in any area were given priority. All classes were taught by certified staff and focused on literacy and math. We will continue this each summer and look for additional ways to support students. This may include tutoring after school or on weekends and the purchasing of additional programs to support student learning.   
  
Special consideration was given to students with disabilities. They were given an individualized plan created by the school Special Ed department. This was in addition to being included in the summer classes offered to all students. Any student in need of an electronic device to participate or complete their summer program was provided with one.   
  
Each student will have a graduation plan that lays out how they plan to fulfill the requirements to graduate and prepare to continue their education or career training upon graduation. These plans will be reviewed and updated regularly. If additional support is needed we will ensure that the necessary support is given.

1. *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.*We are a small community with one k-12 school. This makes it easy to ensure that there is equity among the distributions in our district. We will ensure that both elementary and secondary students benefit from the use of these funds. Thus far we have used all funds for goods or services that would impact all students district wide. We plan to continue that equitable use in the future.
2. *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.*

Part of the funding will go towards continuing the Sources of Strength program in our district. This has been extremely helpful in providing support for social emotional needs of students. We will also continue to look for new ways to support students with mental health and wellbeing in addition to the academic support we provide.   
As described above we provided summer classes for all students who were able to attend with priority being given to students with special needs. We also purchased some supplemental programs to help teachers with diagnosing and addressing learning loss. A few of these include the complete school license for Istations Reading and Math, ALEKS Math, PebbleGo, and Mystery Science. The ALEKS Math has been especially beneficial for our special education students and provides valuable date for creating more effective interventions.

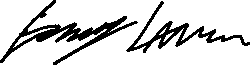
1. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

Student data will be used to monitor the effectiveness of the interventions that we use. For elementary this will primarily be Istations to monitor student growth in literacy and math. In secondary classes the ISAT along with classroom data will be used to ensure that learning gaps are being addressed effectively.

## 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 | No |
| 1. 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 | No |
| 1. 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 | No |
| 1. 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 | No |
| 1. The plan is publicly available on the LEA website. | Yes | No |

## Signatures



|  |  |
| --- | --- |
| Superintendent/Charter Administrator Printed Name:  Greg Larson | |
| Superintendent/Charter Administrator Signature: | Date:  February 16, 2022 |
| Local Board of Trustees, President’s Printed Name:  Cathy Hendrickson | |
| A picture containing text  Description automatically generatedLocal Board of Trustees, President’s Signature: | Date:  February 16, 2022 |

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

1. The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html> [↑](#footnote-ref-1)