

LEA ARP ESSER Plan – Use of Funds

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: Palouse Prairie Charter School #472

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

www.palouseprairieschool.org/covid19/

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 school solicits feedback from key stakeholders through in person and online meetings, surveys, and public comment to our board. The most recent feedback was a survey in August 2021 when the board was developing an update to the Back to School/COVID Safety Plan for the 2021-22 school year. The survey asked for feedback on needs and priorities regarding safe operation of in-person learning from students/families and all school staff groups. There was also an online school community meeting on August 30th before school opened for the fall.

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^[1] for reopening and operating schools for in-person learning.*

- * Providing access to information on vaccines through the school website, Covid testing kits available through the school as needed
- * Following August 4, 2021 CDC recommendation of indoor masking and providing masks to staff/students/visitors as needed, including clear panel masks
- * Providing physical distancing/barriers for indoor learning, supports and resources for outdoor activities and learning
- * Providing free meals to all students with more space between tables/barriers and outdoor eating when weather permits
- * Implementing facility ventilation upgrades, extra hand washing stations, extra cleaning and disinfection protocols, personnel and supplies

* Providing additional resources to support mental health including an (EAP) employee assistance plan, school counselor, social/emotional learning resources for students/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 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.
 - 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.
- Hiring a Math interventionist paraprofessional to support all students in foundational math skills in the classroom, and provide targeted support to students that demonstrate academic need based on beginning of the year screeners and other risk factors
 - Implementing an after tutoring after school for 5-8th grade students that have demonstrated need based on academic screeners and other risk factors

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.

We have one school so no allocation to schools is needed.

- * Building ventilation upgrades
- * Extra cleaning and disinfection protocols, personnel and supplies
- * Employee EAP and social/emotional learning resources for students and staff

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.

*Focus on in-person intervention tools with supportive technology so that SEL (social emotional learning) and behavior supports are integrated into intervention instruction

- * Supporting classroom teachers by implementing scheduling structures that allow for multiple qualified teachers to administer small group interventions during flex block time of schedule
- *MTSS (Multi- Tiered System of Supports) Intervention team will closely monitor identified students and utilize responsive practices to support all students particularly those students disproportionately impacted by COVID-19 including students economically disadvantaged, students with disabilities, ELL learners, children in foster care, students of color and Native American students.
- *MTSS Team members include administration, general education teachers, special education staff, Title One teacher, support staff, specialists, counselor and the teaching and learning specialists

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.

*MTSS (Multi- Tiered System of Supports) Intervention team will analyze academic, SEL, and behavior data during our existing data inquiry cycles to understand intervention effectiveness and modify interventions as needed. Team will use progress monitoring tools.

* Progress monitoring tools:

- K-3 students will regularly progress monitor in Math and ELA using iStation tools.
- 4-8 students will regularly progress monitor using targeted interim SBAC assessments
- All students classroom progress and growth will be monitored
- School counselor will track student progress and visits throughout the school year

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.	X	<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.	X	<input type="checkbox"/>

<p>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.</p>	<p>Yes X</p>	<p>No <input type="checkbox"/></p>
<p>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.</p>	<p>Yes X</p>	<p>No <input type="checkbox"/></p>
<p>5. The plan is publicly available on the LEA website.</p>	<p>Yes X</p>	<p>No <input type="checkbox"/></p>

Signatures

<p>Superintendent/Charter Administrator Printed Name: Jeneille Branen</p>	
<p>Superintendent/Charter Administrator Signature: </p>	<p>Date: 2/9/22</p>
<p>Local Board of Trustees, President's Printed Name: Jessica Bearman</p>	
<p>Local Board of Trustees, President's Signature: </p>	<p>Date: 2/9/22</p>

Email this completed and signed plan to Lisa English at 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>