



## 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 [english@sde.idaho.gov](mailto:english@sde.idaho.gov) by October 1, 2021.

**LEA # and Name: Shoshone 312**

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

<https://www.shoshonesd.org/images/CovidNews/fall2021reopeningplan.pdf>

<https://www.shoshonesd.org/images/CovidNews/Federal%20reopening%20checklist.pdf>

### 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.*

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Activity	Groups invited	Timeline
Facilities Committee	All public invited to participate, select members from key groups invited. At each meeting held, contact information is collected and then used to expand committee communication.	This committee began meeting several years ago. Meetings and communication increased during the summer of 2020 and continued until today.
Surveys	Parents and staff	Multiple surveys have been conducted since the beginning of the pandemic. Every PT conference night includes a survey.
Public Meetings	All public.	Since the beginning of the pandemic, virtually every monthly school board meeting has included a conversation about COVID related issues.
Internal committee	Staff/parents	A committee has met to discuss, decide and recommend weekly since the beginning of the pandemic.
Individual communication	All public	Staff and School Board members have had many individual communications with members of the public since the beginning of the pandemic. As a small, tight knit community, this communication is typical and used often to gather input.
Regional meetings	School staff	Since 2020 multiple regional meetings have been held (most

		virtual) to share ideas, plans and to discuss COVID related issues. Items from these regional meetings are then shared with the local community.
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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<sup>1</sup> for reopening and operating schools for in-person learning.*

The prevention and mitigation plan for Shoshone is focused on the physical plant. The main theme of the physical environment is making sure students are spaced out properly. In many cases, our classrooms allow for proper spacing. However, in some classrooms and programs it is very crowded. In our special services and technology programs the physical space needs to be increased to allow for proper spacing. We plan to increase this spacing with modular and construction to expand those spaces. In addition to the main theme of proper spacing, we also have increased monitoring of spaces to ensure proper distance and increased sanitation. However, our overall theme is to keep people spaced out and increase space in crowded areas. The district is taking other measures that have little or no cost such as hygiene, education on personal mitigation strategies, and general education.

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.*

In the Shoshone School District strategic plan, one of our goals is to “students needing help will be identified and intervention plans will be developed.” With the Esser funds, we intend to continue the pursuit of this goal. Our school is small enough that we believe we can identify students needing help in any area, but especially academically.

We have RTI teams that meet on a regular basis focused on identification. We have trained staff on data driven decision making to academically identify students in need. We specifically have trained our staff in each of the sub groups identified above. We have added personnel in those

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

areas. Some of those additional hires, have been focused on identification of needs.

Once the student has identified as being in need, we plan to offer a plethora of services for those students. Summer school is a key part of those services, as identified students in need are specifically encouraged to join summer school. Beyond summer school, we have also offered at home supplemental services for extra. We have also added personnel to our special services in order to individualize instruction for those students in need.

As part of our after school extended day program and in our summer school, students that have been identified as at risk for dropping out of school will receive services. Those students are generally placed in a group for our extended day program and the focus will be specifically on dropout prevention activities. Staff are trained in techniques of circles used in social and emotional learning to help students process issues. A portion of the summer activities are also focused on credit recovery.

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.*

The district continues to monitor all funding available and is considering the most responsible and efficient use of those funds. We will continue to monitor and decide using the approaches outlined in #3, which includes committees, surveys, and discussions during public meetings. We expect that those resources will continue to support our two main goals of a facility that allows for proper COVID mitigation strategies and making sure that all students have the opportunity to continue to learn and catch up as needed.

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.*

The district has added staff training in social and emotional needs. We have added a specific counselor that will focus on counseling, not other administrative work that a school counselor would normally do. We have added this personal via a partnership with a local medical provider. The additional focus on identification is also going to be a key component of meeting the needs of students in all areas.

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.*

We have several progress monitor data points that we utilize in evaluation. We utilize IRI, ISAT and ISAT progress monitoring tests to gauge progress. The goals of our school is to maintain those above grade level, maintain and/or move up kids that are at grade level, and move some kids up that are below grade level. We use each of those standardized tests to monitor this


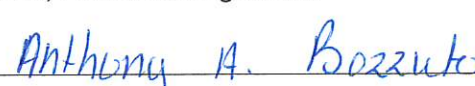
**Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov)  
no later than October 1, 2021.**

goal. Our goal is for all kids to graduate and we monitor attendance rates, RTI plans and other district level tools to ensure progress towards that goal. For all purposes, we monitor attendance data, now with the standard of is work completed for those doing at home instruction.

## 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: Click or tap here to enter text. <i>Dr. Rob White</i>	
Superintendent/Charter Administrator Signature: 	Date: Click or tap to enter a date. <i>1/24/2022</i>
Local Board of Trustees, President's Printed Name: Click or tap here to enter text. <i>Anthony A. Bozzuto</i>	
Local Board of Trustees, President's Signature: 	Date: Click or tap to enter a date. <i>1/24/2022</i>