



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: #340- Independent School District No. 1
Website link to the LEA's ARP ESSER Plan – Use of Funds: www.lewistonschool.net

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 Lewiston School District Administration along with the Lewiston Education Association President, gathered a committee of stakeholders to meet and discuss use of ESSER funds. The stakeholders included representation of teachers, parents, community members, school resource workers, students, and district administration. The committee met on August 20, August 27, and again on September 22, 2021 to review data to determine the needs of students. The greatest areas of need were determined, resources were identified, and a budget for the use of funds was established.

A public service announcement was sent out to the media to give the public information about the open meeting dates, time, and location. A presentation was made to the Board of Directors after each committee meeting to keep them informed and updated on the progress, as well as allow time for public input.

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.*

Purchases for Masks, Face Shields, Hand Sanitizer, Hand Soap, Hand Soap Dispensers, Disinfectant, Thermometers, Plexiglass, Dividers, Signage, Lanyards to hold Masks, Desks, Tables, Electrostatic Disinfectant Machines, Cleaning Rags, Cleaning Towels, Disinfectant Wipes, Water Bottle Filling Stations, HVAC units, Individual Chromebooks, Individual headphones, Carpet Cleaners, Individual Decodable Readers, Books, Security, Professional Development Materials, Professional Development Training, Staff Leads for Training, ECRI for K-5, Instructional Aids, Staff for Professional Learning, Educational technology for students, Curriculum for Learning Loss, Community Social Worker, School Nurse, COVID tracking, and any other necessary items for the school as they arise.

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

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.*

Independent School District #1 has implemented the Professional Learning Communities (PLCs) process system wide, from PK through Grade 12. As a system, we will determine the essential learning necessary for students in each grade level and content area, ensuring students' proficiency. Taking a student-by-student, skill-by-skill approach, we will be able to better target core instruction, as well as Tier 2 and Tier 3 interventions needed for our students to be college and career ready by graduation. In addition, this work will lead to horizontally and vertically aligned curriculum, an area of focus per our District Accreditation review.

When teachers see themselves as a professional learning community, the implementation of a strong Response to Intervention (RtI) occurs, including Tier 1, Tier 2 and Tier 3 instruction. All students in Tier 1 receive high quality, scientifically based instruction, differentiated to meet their needs, and are screened/assessed on a periodic basis to identify struggling learners who need additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction, from the teacher, to match the needs, based on levels of performance. For Tier 3, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. Tier 3 is often intervening on prior year(s) learning that is lacking.

To assist with the facilitation of professional learning communities, we will utilize leads for collaborative teams, starting at the elementary level. These coaches will assist with the processes embedded within PLCs, helping to identify essential learning, interventions, extensions, and best practices for instructional strategies.

To ensure all students have a strong foundation in literacy, Enhanced Core Reading Instruction (ECRI) is embedded in all K-5 classrooms. ECRI Enhanced Core Reading Instruction is a multi-tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade. The Enhanced Core Reading Instruction model increases the level of explicitness of core reading instruction by focusing on critical reading content, to be clear and systematic, and to provide deliberate and frequent practice opportunities. The focus for K-2 is phonological awareness, phonics/word study, comprehension, fluency, and vocabulary.

The focus for the intermediate grades is word study, vocabulary and comprehension. By providing supports in kindergarten, first and second grades, the goal is to have all students, particularly disadvantaged students who have historically had higher percentages not meeting grade level proficiencies (ex., students living in poverty, students of color, English Learners, and students with disabilities) reading with proficiency by the end of third grade. To assist with ECRI instruction (pre-teach and re-teach), the number of instructional aides in our elementary schools will increase. In addition, all staff members working directly with students on early literacy skills will receive thorough and ongoing training, as well as coaching, to ensure implementation with fidelity.

As Maya Angelou said, “When we know better, we do better.” As teachers increase their own learning and understanding, they will improve their instruction with students. Only through embedded professional development and time for implementation, will this occur. Independent School District #1 is committed to offering additional professional development opportunities for our staff, as well as time for collaboration and implementation of best practices.

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.*

All items will include districtwide activities for all students.

Allowable use #1-Literacy staff.

Allowable use #10-Staff trainer on sanitizing and monitoring cleaning staff.

Allowable use #11-Cleaning/Disinfecting Supplies and Support.

Allowable use #12-Staff for tracking COVID and implementing COVID policies/procedures.

Allowable use #13-Educational technology for students, like Chromebooks, ipads, hot spots, software, and connectivity.

Allowable use #14-PBIS (Positive Behavioral Interventions and Supports) , DESSA (Devereux Student Strengths Assessment, Second Step, WEB (Where Everybody Belongs), Alternatives to Suspension, Community Social Worker, School Nurse.

Allowable use #16-PLC (Professional Learning Communities), Professional Development Materials, Professional Development Training, Staff Leads for Training, ECRI (Enhanced Core Reading Instruction) for K-5, Instructional Aids, Staff for Professional Learning, Reading and Math Resources, Individual Decodable Readers, Books, PLC, Common Formative Assessments, Benchmark Assessments, Engagement Surveys, DESSA, and PBIS.

Allowable use #17-water bottle filling stations and any other needed facility improvements.

Allowable use #18-HVAC-Air Quality.

Allowable use #19-Security and Staff for tracking COVID and implementing COVID policies/procedures.

Allowable use #20-Any other activity necessary to maintain the operation of and continuity of serves and continuing to employ existing 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.

In addition to academic interventions, Independent School District #1 is the focus is further supporting our students' social, emotional, and mental health needs, especially those students disproportionately impacted by COVID-19.

All elementary and middle schools are implementing Positive Behavioral Interventions and Supports (PBIS), as a framework to improve outcomes for all students. PBIS is a proactive approach schools use to improve school safety and promote positive behavior. According to research, PBIS leads to better student behavior, and many schools find that students receive fewer detentions and suspensions when PBIS is in place. There is greater likelihood for student learning when they are in class.

To better address the social and emotional needs of our students, Second Step curriculum, in conjunction with Devereux Student Strengths Assessment (DESSA) will be utilized K-8, with school counselors facilitating lessons with students, in both large and small groups. DESSA will provide pre (beginning of the year) and post (end of year) assessment data, and Second Steps will provide assessment data throughout the year. The data will provide suggestions for next steps in working with students.

Alternatives to Suspension is intended middle and high school students. Rather than a one to three day suspension, in which a student is sent home and misses additional work, the Alternatives to Suspension program will allow students an alternative location to continue with their school work and address the underlying behaviors which are affecting the student's actions.

Where Everybody Belongs (WEB) is a middle school orientation and transition program that welcomes sixth graders and makes them feel comfortable through the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from eighth grade to be WEB leaders. As positive role models, WEB leaders are mentors and student leaders who guide the sixth graders to discover what it takes to be successful during the transition to middle school and help facilitate sixth grade success. This year-long transition program has four components for success: middle school orientation, academic follow ups, social follow ups, and leader initiated contacts. The goal of WEB is to provide schools with a structure in which students make real connections with each other, thus increasing school safety and reducing incidences of bullying.

Link Crew is a high school transition program that welcomes freshman and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. Studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. Link Crew provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming. This year-long transition program has four components for success: high school orientation, academic follow ups, social follow ups, and leader initiated contacts. Link Crew's goal is to provide schools with structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, freshman learn that people at

school care about them and their success.

Additional staffing, including a school nurse, community social worker, and school psychologist will all work toward meeting the needs of our students with greatest needs. The nurse will provide assistance in schools with greatest need, the community social worker will work with families, and the school psychologist will work directly with students and teams to assist with interventions and supports.

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.

Consistent monitoring of student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being will occur throughout the duration of funding.

A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students, is continuous job-embedded learning for educators. Through the PLC process, collaborative teams will be working interdependently to achieve common goals for which members are held mutually accountable. The ultimate goal of the PLC process is for all students to be learning at high levels, so through the work of the teams there will be reflection and adjustments made based on student data, both formative and summative.

Through the use of the Second Steps and DESSA assessment data, we will determine the social, emotional and mental health needs of our students throughout the year. We will pinpoint areas in which students need additional supports and learning, and provide additional resources.

Buildings will review their PBIS data through School-Wide Information System (SWIS) on an ongoing basis, and make adjustments, teach, and reteach as needed.

Schools, district administration and the Board of Directors will review the yearly engagements surveys completed by students, parents and staff members. Based on the information provided, adjustments will be made to best serve our stakeholders.

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.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<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: Lance R. Hansen	
Superintendent/Charter Administrator Signature:	Date: September 30, 2021
Local Board of Trustees, President's Printed Name: Bradley R. Rice	
Local Board of Trustees, President's Signature:	Date: September 30, 2021

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