



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 by October 1, 2021.

LEA # and Name: Sugar Salem School District 322

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

<https://www.sugarsalem.org/wp-content/uploads/2021/09/Learning-Loss-plan-Sugar-Salem-School-District.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.*

Our community has been involved in the process of developing and revising our stratagems to best deal with the issue of how to provide for the safety of our students while still providing a quality educational opportunity for them. We have had regular meetings with multiple health providers, regional public health professionals, Parent Advisory groups, educators, school administration, and constant communication with Parents. This process has been ongoing for the past year and a half, with continual communication with stakeholders.
- 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.*

We will use these funds to purchase masks, hand sanitizer, and other products and equipment that we are using to keep our buildings sanitary and our students and staff safe.
- 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.*

Learning Loss plan Sugar Salem School District

Our plan to address Student Learning Loss that is a result of complications stemming from Health related education shutdowns and shifts from face to face delivery to online delivery as a result of the Covid 19 Pandemic is briefly as follows:

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

In grade levels Pk-3 we will hire additional staff to focus on Core reading skills that students of this age must have as a foundation to build upon to be successful in all subjects. We will offer additional learning opportunities during the regular day, as well as after school and summer school programs.

In Grade levels 4-6 we will hire additional staff members to continue focused reading instruction with identified students, as well as incorporating support for critical math skills that are being introduced in these age groups. In these grades, reading skills are essential to success in all subjects. Students who are identified as lacking these critical skills will be supported with additional resources during the normal school day, after school opportunities for growth, as well as summer school opportunities. Crucial math skills are also being introduced and taught in these grades. Students who are struggling to assimilate fundamental math concepts will receive additional support during the normal school day, opportunities for after school focus groups, and summer school opportunities.

Students in grades 7-12 will have increased access to diagnostic tools and programs such as Moby Max, ALEKS, Canvas, Mastery Connect, No Red Ink, and possibly others to help pinpoint learning deficiencies, and remediate learning gaps. These students will also have access to technology devices to utilize these programs to more efficiently close these informational voids. These students will also have access to regular individual instruction after school in core subjects with subject specific teachers to help students take ownership and control over their own education. These students will have additional access to summer school opportunities to continue to remediate their learning disparity. As an additional failsafe opportunity, all students in grades 9-12 will have access to a hybrid online school curriculum that includes face to face instruction that is currently being developed

Students in the Alternative High School will have access to the online school opportunity that is being developed and administered by Sugar Salem school administration. They will also have access to Subject specific teachers at regular intervals during the day.

Additional staff, additional learning opportunities during regular day and after school & summer school, increased diagnostic tools and programs for students who have missed the most in-person instruction and students who did not consistently participate in remote instruction. Alternative HS students as well as traditional students 7-12 will have access to the online school opportunity and access to subject specific teachers at regular intervals during the day for those students who are most at risk of becoming overwhelmed and dropping out. Students with disabilities, ELL students, and other subpopulations that may be disproportionately affected by the Pandemic will have increased opportunity for person to person instruction and support. Additionally, they will have increased access to supportive technology, including laptops and hotspots to ensure that they have every opportunity for success.

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.*

Remaining funds will be spent on improving air quality in the schools. The high school will be the primary target building, as it has the most students, but has no ventilation and air filtration system in place.

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.*

We believe that the increased opportunity to education, that ensures a face to face component, will increasingly meet the social, emotional, and mental health needs of our students, while still providing academic rigor that is consistent with our standards and objectives. Teachers and administration will continue to have daily contact and communication with all students, online and in person. Particular attention will be paid to students who are struggling emotionally and academically, regardless of race, creed or category. All students who desire additional support will be supported with increased in person instruction time, as well as access to supportive technology such as laptops and hotspots.

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. Student Progress will be monitored regularly through subject specific ECA course assessments, student participation, and student progress towards subject mastery goals. These practices will be similar in type and substance to what students have been typically measured by in an educational setting. Students who need increased support will have access to in person instruction and support measures, increased technology, and school counseling and administration.*

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 <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: Chester Bradshaw	
Superintendent/Charter Administrator Signature:	Date: September 24, 2021
Local Board of Trustees, President's Printed Name: Kristin Galbraith	
Local Board of Trustees, President's Signature:	Date: September 24, 2021

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