



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: #393 Wallace

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

Click or tap here to enter text.

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.*

Jan-March:

-The WSD Covid committee (consisting of parents, teachers, paraprofessionals, administration) conducted multiple planning meetings to discuss the district's in-person learning plan for the 21-22 school year.

-WSD administration participated in weekly virtual meetings with Region-1 Health Department representatives and county health providers to provide guidance on current COVID plan and 21-22 reopening plan.

April:

-Parents/Students/Staff participated in two separate surveys focused on school culture, climate, safety, and communication. Results from those surveys were used to help develop the reopening plan.

Ongoing:

-School District Stakeholders continue to communicate with district/school administrators through social media on concerns with COVID related concerns and the reopening plan.

-School district staff, students, and parents will continue to participate in annual surveys related to school culture, climate, safety, and communication to include topics directly related to ESSER spending, COVID-19, needs assessment, and student intervention.

-District/school employees will continue to provide feedback and committee involvement in the district's school wellness program focusing on student and staff social/emotional/mental health.

-The WSD will continue to explore additional staff benefits to include individual staff Employee Assistance Plan (EAP) benefits.

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.

ESSER Funds will be used on the following items/strategies to ensure a safe reopening/operation of schools for in person learning:

- Schools will continue to use medical grade (Merv 13) filters on all HVAC systems.
- Rubber gloves, masks, face shields, hand sanitizer will be provided in all areas to include buses, classrooms, hallways, gymnasiums, and cafeteria.
- Additional staffing will be used to allow for extended recess/passing periods so that cohort groups can move throughout the school building with fewer students in the hallways.
- Playground facilities will be expanded to allow for cohort groups to have expanded personal spaces.
- Drinking fountains will be upgraded to allow for no-touch options and bottle fillers to reduce likelihood of contamination.
- Restrooms will be updated to allow for no-touch fixtures.
- Enhanced cleaning products (electrostatic guns and UV charge carts) will continue to be used on all common surfaces, buses, and classroom furniture.

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.

The Wallace School District will address student learning loss in the following manner:

- Both schools will offer an extended summer program.
- The Jr/Sr High school will offer a credit recovery program for students that didn't receive all credits during the 20-21 school year.
- Both schools will conduct an after-school program during the 21-22 school year.
- Silver Hills Elementary will provide additional contact time through the GT program for students that didn't receive their allotted time during the 20-21 school year.
- Additional intervention staff will be hired for math intervention at the Jr/Sr High School.
- School staff will continue to focus on RTI services and identification for those students identified as "at-risk".
- Expansion of intervention software and curricular materials (Waterford, MobyMax, Teacher Pay Teacher).

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

-Intervention programs outside the scope of the “regular” school day will provide transportation and access to some level of a meal program depending on the specific intervention program.

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.

Based on the findings of the ESSER II/III Stakeholder Committee, the remaining ESSER funds will be used to fund the following projects:

- Financial “backfill” to address impact of COVID-19 on district athletics.
- Construct additional storage facilities to address the additional PPE, cleaning equipment, and HVAC equipment.
- Upgrades to the jr/sr high school communication system to allow for improved communication throughout the school and outside the school.
- Field house upgrades to allow for improved sanitation and hygiene practices.
- Staff and student technology upgrades to provided needed connectivity for students and staff performing virtual lessons.
- Purchase of additional sensory materials for children with disabilities.
- Coverage of costs associated with professional development in areas such as school safety, social/emotional learning, and positive/behavior Intervention and supports.

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.


Both WSD schools continue to use a data driven RTI process focused on the academic, behavioral, social, emotional, and mental health needs of its students. “At-risk” data is continuously updated into a school specific document designed to identify and rank students on their overall needs. Once identified, students receive intervention based on an IEP, IDLP, or intervention plan based on their individualized needs assessment.

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. Intervention progress and effectiveness is monitored weekly through the RTI process. Level 1-2 interventions are addressed in grade/subject level meetings and RTI team meetings. Data contained in the RTI documents are reviewed with a focus on needs assessment, progress, and plan revision. Level 3 interventions are also reviewed by case managers and teams including Title I Reading/Math and SPED staff. RTI teams often include grade level teachers, intervention teachers/staff, SPED case managers, administrators, and counselors.

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: Mr. Todd Howard	
Superintendent/Charter Administrator Signature: 	Date: September 20, 2021
Local Board of Trustees, President's Printed Name: Mr. David Rounds	
Local Board of Trustees, President's Signature: 	Date: September 20, 2021