



PAYETTE #371 ARP ESSER Plan – Use of Funds Application

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: Payette School District #371 Joint

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

<https://www.payetteschools.org/district/public-notice>

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.*

Payette began seeking stakeholder input in July of 2021 during our work on the Continuous Improvement Plan. Use of these funds have been discussed at board meetings and town hall strategic planning meetings. Payette advertised the availability of funds and stakeholder input meetings on our website and district Facebook page. We hosted a live open community meeting on September 10th followed by two Zoom meetings (9/16 @ 4PM and 9/22 @ 7:30 AM.) A survey of ideas with open comment sections was distributed. The stakeholder groups invited to participate included the Board of Trustees, the local teacher's association, teachers, classified employees, parents, community members and business leaders. According to our survey, of our respondents, 50% were certified employees, 26% classified employees, 10% parents, 2% business owners and 12% were community members.

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.*

Payette School District has demonstrated good management of funds by utilizing multiple sources to provide prevention and mitigation strategies consistent with CDC guidelines. We have acquired basic PPE supplies and have used ESSER 1 & 2 funds to increase air purification, disinfection supplies, manage visitors, maintain low class sizes for spacing and increase cafeteria space to allow for distancing during meetings and feeding times.

ARP ESSER funds will be used to continue mitigation strategies consistent with the most recent CDC guidelines by: (a) completing the cafeteria expansion, (b) providing additional student equipment to reduce sharing and increase spacing, (c) maintain or add staff to reduce class sizes to increase spacing, (d) update technology infrastructure necessary for online or remote instruction, (e) purchase classroom amplification systems for large areas to use during social distancing, (f) provide stipends or pay increase for COVID specific assignments.

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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.*

Payette was fortunate to provide in-person learning for the entire 2020-2021 school year and have started 21-22 in-person instruction as well. During the 20-21 school year, we created and offered an online school for those that were health compromised or felt unsafe to return to in-person learning. For the 21-22 school year we have partnered with the Idaho Digital Learning Academy for online classes as needed. ARP funds will be used to pay for these contracted services. With these accommodations, the subpopulations that were most disadvantaged are identified as our special education group with major medical concerns, putting them at greater risk while in-person and at a loss to make significant growth through the online portal. Our migrant and Hispanic populations will need support and training for families as we work to accelerate learning opportunities while bridging home and school partnerships.

Therefore, at least 20% (\$642,775) of allotted ARP funds will be used to address the academic impact of lost instructional time through the implementation of: (a) after school programming with supper meal service, (b) attendance officer hired to track, communicate and work with families to re-engage in school attendance, an indicator of risk to dropping out of school early, (c) credit recovery class support for secondary students not on track to graduate on time and at risk of dropping out of school, (d) teacher professional development to increase skills and provide quality support for low-income families, English learners and children with disabilities, (e) programming for training migrant and Hispanic families to support accelerated learning targeting literacy skills, (f) provide school based tutoring, and (g) invest in strategies to increase outreach for Special Education students and extend learning opportunities.

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.*

Payette will use the remaining ARP ESSER funds to (a) repair and improve school facilities to reduce risk of virus transmission and exposure to environmental health hazards, (b) improve indoor air quality, (c) purchasing education technology for students that aid in regular and substantive education interaction between students and their classroom instructors, (d) providing mental health services, (e) planning and implementing activities related to summer learning and supplemental after-school programs, and (f) other activities that are necessary to maintain operations of and continuity of services.

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.*

Most Payette School District students represent one or more of these subpopulations disproportionately impacted by the COVID-19 pandemic, including low-income families, English learners, children with disabilities, students experiencing homelessness, foster care, migratory and Hispanic students. All of our interventions target these at-risk populations, but to address the academic, social, emotional and mental health needs, in addition to the aforementioned strategies, we plan to: (a) invest in therapy services for students such as Gaggle Therapy, (b) provide student / teacher / community activities to promote resilience, (c) purchase social-emotional assessments and instructional programs, (d) purchase licenses for proven interventions, and (e) train staff to build SEL and resiliency instruction into classroom culture.

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.*


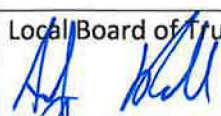
The Payette School District may use ARP funds to contract with the International Center for Leadership in Education from Houghton Mifflin Harcourt, to lead the District Data Team in reviewing data to consistently monitor progress and effectiveness.

Payette schools will consistently monitor student progress and effectiveness of the strategies and interventions implemented through multiple levels of data. Each school utilizes data leadership teams to monitor data, tracking the success of interventions and the progress of individual students. Goals are set for students, grade levels and programs. Each program has monitoring tools indicated and students identified according to need.

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: Robin Renee Gilbert, Superintendent	
Superintendent/Charter Administrator Signature: 	Date: October 1, 2021
Local Board of Trustees, President's Printed Name: Andy Kirkendall, Chairman	
Local Board of Trustees, President's Signature: 	Date: October 1, 2021

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