



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

LEA # and Name: 415 Hansen School District

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

[Click or tap here to enter text.](#)

includes all requirements, to Lisa at lenglish@sde.idaho.gov by October 1, 2021.

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.*

In the Summer of 2020, staff and parents were surveyed, and a committee of all stakeholders was formed to create the HSD learning plan for 2020-21. This plan was approved and revised throughout the school year by the Hansen School Board of Trustees. In Spring 2021, parents, students, and staff were surveyed, and a committee was formed to develop a transition plan for HSD post pandemic. The learning plan and transition plan served as the impetus for the 2021-22 ARP/ESSER Safe Return to In-Person Instruction Plan. Going forth parents will be surveyed, regarding the plan, prior to the Hansen School Board of Trustees reviewing or revising the plan on a six-month basis. The plan will be reviewed by the Hansen School Board of Trustees on the following dates.

- January 2022
- June 2022
- January 2023
- June 2023

In addition, in August of 2021 parents, students, staff and community were surveyed in regards to the use of ESSER funds. Included in the survey was a request for community members to serve in the planning phase.

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.*

The district plans to use funds to purchase cleaning supplies to sanitize and clean the facilities. Also, an additional teacher has been hired for the secondary building to avoid large class sizes and allow for more appropriate social distancing.

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.*

To assist students at the elementary school, an additional Title I teacher will be hired to provide more individual instruction.

To assist students at the secondary school, an additional teacher will be hired allowing for additional sections of core classes. The smaller core classes will allow teachers the flexibility to provide students more individual support.

Approximately \$240,000 are budgeted for these positions.

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 plans to spend the remaining ARP ESSER funds on school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. The plans will also address learning loss among students by increasing instruction time.

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.*

Regular leadership team meetings will be held to discuss district challenges. The school operational plan will be reviewed at six-month intervals allowing the district to respond to the academic, social, emotional and mental health needs of all students, particularly those most impacted by the pandemic. To support student social, emotional and mental health needs, staff will be trained in the use of the CORE Project. Concepts, ideas, and challenges are introduced to guide students into deeper understanding of the social and emotional dynamics they navigate every day. To support staff social, emotional, and mental health needs, the Employee Assistance Program will provide up to four counseling sessions.

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. Teachers will employ pre- and post-tests for each unit. The pre-tests will allow teachers to identify possible gaps in student understanding of concepts. The post-tests will allow teachers to once again determine if gaps exist allow for further instruction as needed.

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: Angie Lakey-Campbell	
Superintendent/Charter Administrator Signature:	Date: September 20, 2021
Local Board of Trustees, President's Printed Name: Dave Bjorneberg	

Local Board of Trustees, President's Signature:	Date: September 20, 2021

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