



## 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](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

<b>LEA # and Name: Alturas International Academy 1385</b>
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<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b>
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<a href="https://www.alturasacademy.org/about/2021-22-transparency-reports/">https://www.alturasacademy.org/about/2021-22-transparency-reports/</a>
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### 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 August Alturas sent a survey to parents and staff outlining our return to safe instruction plan for input. This survey was sent out via Google Forms, which allowed staff and families the opportunity to read the return to safe instruction plan, read the ways funding would be utilized, and provide feedback on what they would like to see implemented. Based on our feedback, the school's plan was revised and edited to accommodate aspects of the feedback that was given.

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) guidelines<sup>1</sup> for reopening and operating schools for in-person learning.*

In our survey that was sent out in August, Alturas outlined our safety precautions that would be put into place such as: cleaning and disinfecting, purchasing air purifiers for every classroom, purchasing n-95 masks, face shields, and regular masks. Alturas also outlined the steps to be taken to implement a mask mandate when Covid numbers reached 30 per 10k as outlined by the Eastern Idaho Public Health, which is high risk.

Alturas has offered families the opportunity to enroll in courses through the Idaho Digital Learning Alliance, and will cover the costs of students who choose this option. This flexibility allows students to remain enrolled at Alturas, but receive a quality online option for those who do not feel comfortable attending in-person classes.

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<sup>1</sup> 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 after school programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, re engage, 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.*

Alturas has used ARP funds to provide after school tutoring programs for students that have missed in person instruction, students who are below grade level, or students that are at risk academically. Alturas will offer a strong STEM program to support engagement in higher order thinking skills at home, as well as, at school. Alturas has also hired additional paraprofessionals to support students in small group instruction at instructional levels. Additional paraprofessionals were also hired to provide one on one interventions for students on a weekly basis. An instructional coach has been implemented in the school to support teachers in establishing best practices in the classroom.

Alturas allocated funds so each classroom could expand their libraries so students have easier access to a variety of literature to enhance their reading at home as well as during the school day.

After school clubs will be created and established to support students' social and emotional development during these unprecedented times.

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.*

*Alturas will use ESSR funds to purchase touchless drinking fountains, air purifiers, disinfectants, n-95 masks to mitigate the spread of Covid. Staff members were provided with Covid and flu shots from Albertsons. Alturas will add to our already established playground, to allow for social distancing outside. Alturas will also pay for staff members to receive Covid testing.*

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.*

- *Additional paraprofessionals will be provided to support students in small group instruction at instructional levels.*
- *Alturas will implement a STEAM program to support higher order thinking skills.*
- *Alturas will offer one on one interventions for students who are struggling with academics.*
- *After school tutoring will be provided for students who need additional support to reach grade level.*
- *Classroom libraries will be expanded to offer students easier access to literature.*
- *After school programs will be created to support students social and emotional health*
- *Alturas has hired a school psychologist and a licensed social worker.*
- *Alturas has expanded the current playground to allow for social distancing and support students' social and emotional health.*

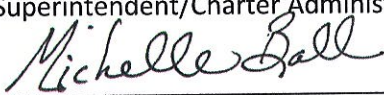

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

Students will be tested every six weeks in Star math and reading to evaluate student progress and allow teachers to analyze individual student data to provide interventions to help reach mastery in concepts being taught. NWEA testing will be given three times a year. This data will be used to track student progress and provide interventions. In small group instruction at instructional levels, teachers will do informal evaluations on a consistent basis with additional support of paraprofessionals to address academic gaps.

## 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 X	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 x	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 x	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 X	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes X	No <input type="checkbox"/>

## Signatures

Superintendent/Charter Administrator Printed Name: Michelle Ball	
Superintendent/Charter Administrator Signature: 	Date: 9/29/21
Local Board of Trustees, President's Printed Name: Callie Hatch	
Local Board of Trustees, President's Signature: 	Date: 9/29/21

**Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than October 1, 2021.**

