



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

<b>LEA # and Name:</b> 457 Inspire Connections Academy
<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="https://www.connectionsacademy.com/idaho-online-school/overview/governance/notices">https://www.connectionsacademy.com/idaho-online-school/overview/governance/notices</a>

### 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.*  
The school will include discussions of the Use of Funds plan in staff and/or PLC meetings in order to receive staff feedback, at the Title I parent meeting, and at the Board meeting, where public is invited to provide feedback. The plan will be included on the school's public website and emailed out to all enrolled families in the fall to ensure they are able to provide feedback to the school's point of contact.
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.*  
Inspire is a full-time virtual charter school which offered and continues to offer high quality online education to students across the state of Idaho. The school will use funds for salaries and benefits of staff providing instructional and academic support to students who are in need of additional assistance in order to succeed and for a counselor providing college and career counseling and support to meet the mental health, social-emotional, and behavioral needs of students and families. All of these services will be provided virtually.
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;*

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

- 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 majority of the school's ESSER 3 funds will be used to pay salaries/benefits for teaching staff providing instructional and academic support to students at risk of not succeeding, including those who may have missed instruction during the 2019-2020 or 2020-2021 school year, those with low attendance/participation and/or at-risk of dropping out of school, and those students who may have been disproportionately impacted by COVID\_19. These staff will first determine which students have high need, work with other staff and families and students to determine best timely and appropriate interventions and supports to meet those needs and work with the student to improve academic 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.*

In addition to teaching staff, the school will also use funds for the salaries/benefits of counselors who will provide social-emotional, mental health, and behavioral support for students as well as college and career counseling.

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.*

Staff review data and work closely with students and families to understand the unique needs of each student and determine best ways to address those academic, social, emotional, and mental health needs of those students. Each student's instruction is personalized to meet their particular needs and progress is reviewed continuously to modify instruction/lessons/assessments to meet the student's needs.

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.* Impact of instructional reform strategies, including those funded with ESSER, should include progress toward school's SMART goals: improved promotion/high school graduation, increased growth in formative assessments for students who take both pre- and post- tests and/or meeting proficiency on formative assessments and state assessments in math and ELA. Data used to assess progress toward goals includes: state test results, internal formative assessments, student attendance, student participation, student and family contact rates with teachers, teacher observations, at-risk factors and escalation. All data is compiled, reviewed, and

discussed throughout the year at PLC meetings, data meetings, faculty meetings, leadership retreats, Title I Planning Committee meetings, Title I Parent meetings. Data is reviewed across all grade levels and all core subjects and broken down into subgroups (ethnicity, economic status, EL, homeless, sped, cohort status, late enrollment, other at-risk factors, etc.) and used to determine the needs of individual students, subgroups, and the school as a whole and to determine best ways to address those needs for continuous improvement. All students receive personalized and differentiated instruction and staff assess the unique needs of each student to ensure that all students have access to the educational and instructional services needed to succeed.

## 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: Karen Haines Karen Haines	
Superintendent/Charter Administrator Signature: <small>DocuSigned by:</small> <i>Karen Haines</i>	Date: <a href="#">Click or tap to enter a date.</a> September 24, 2021   9:07 AM PDT
Local Board of Trustees, President's Printed Name: Marcia Moore Marcia Moore	
Local Board of Trustees, President's Signature: <small>DocuSigned by:</small> <i>Marcia Moore</i>	Date: <a href="#">Click or tap to enter a date.</a> September 24, 2021   10:31 AM PDT

**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.**