



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 by October 1, 2021.

LEA # and Name: Idaho Falls School District 91
Website link to the LEA’s ARP ESSER Plan – Use of Funds: <i>D91.k12.id.us</i>

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.

Through a variety of methods, including text, website posting, school announcements, and invitations from district administration and school staff the district invited district stakeholders to attend 3 meetings during the month of September to discuss possible uses for the ARP ESSER funds allocated to the district. In attendance the district was able to get parents, teachers, school and district administrative staff and a representative from the board, all provided meaningful consultation.

The public was notified of the committee meetings in advance using both our website and e-mails sent to parents and staff. 3 meetings were held in total and all of the information about attending the meetings was posted prior to the event to allow as much patron and staff input as possible. Additionally, local agencies including City and County government were contacted and given the opportunity to participate in the committee meetings. Many of the districts directors are active members of local rotary, Civitan, United Way, and Food Coalition groups, these groups were invited to participate in helping develop the districts ARPA plan.

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.

Facilities -Upgrades and additions: The committee discussed ways that district facilities could be updated and remodeled to accommodate social distancing, provide for remote and hybrid learning, accommodate differing instruction types, and allow for increased air quality.

1. Replace and updating furniture
2. Updating bathrooms
3. Upgrades to current facilities or purchase/lease of additional facilities to allow for virtual learning, hybrid learning techniques, and alternative learning models.

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

4. Adding high quality HEPA HVAC filters or purchasing individual portable classroom units for air filtration to help with air quality in the school buildings.

- 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 committee discussed ways that the district could use ARP ESSER funds to help mitigate the learning loss that students experienced during school COVID closures or required quarantines students may have experienced.

- 1. One on One tutoring using trained personnel either virtually or in person.*
- 2. Specific focus on areas impacted the most by learning loss, additional interventionist personnel to focus on areas as directed by teachers.*
- 3. Programs that help with learning loss, I-ready, I-station, and afterschool programs directed at helping students meet specific benchmarks as set forth in state standards and district learning plans.*
- 4. Community resource worker to help identify and help students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*
- 5. After school programs designed to engage students and communities, including STEM activities and opportunities for students to stay after school to allow for additional instructional time.*

- 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.*

Remaining funds, if available will be allocated to individual schools by FTE to provide extended school day and enrichment activities for increased learning and growth for all students.

In addition to the listed interventions to support all students, the following interventions to specifically address the needs of students disproportionately impacted by COVID-19 are being implemented:

Summer School for English Learners through grade 8 and migrant students through grade 12.

- a. *Assistant principals added to three additional Title I elementary schools with significant populations of students disproportionately impacted by COVID-19.*
 - b. *Additional school level staff – intervention specialists, SEL specialists, and instructional paraeducators to support the increased needs of students in populations disproportionately impacted by COVID – 19.*
 - c. *Credit recovery sections and afterschool math and ELA “boot camp” courses added to secondary school schedules to support students who are behind in credits. Support for students in identified subpopulations integrated into these sessions.*
 - d. *Student Support Summit for staff held three times per school year to identify and connect resources to support students experiencing homelessness or in foster care.*
 - e. *Summer school for students on an IEP 7-12. Summer camp for K-6.*
 - f. *Additional support through inclusion paras at the Elementary level.*
 - g. *Credit recovery support for special education children.*
 - h. *Additional tutoring before school, during lunch, and after school.*
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.*

The district committee discussed ways to address the academic, social, emotional, and mental health needs of all students, including specific measures to address students who were 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.

1. *Hiring health techs for schools to provide additional support to secretaries and counselors to provide a safe and collaborative environment at all schools.*
 2. *Training all staff in high reliability schools, to provide district wide training on safe, supportive, and collaborative school cultures.*
 3. *Hire additional staff at all schools to provide assistance to counselors in processing paperwork to allow school counselors more opportunities to counsel students about social/emotional needs.*
 4. *Facilitating parent involvement in the schools to help provide assistance with social emotional learning for students.*
 5. *Hiring additional PBIS/counselors, and social workers to work directly with students experiencing issues arising from the effects of the COVID-19 pandemic, and lost learning opportunities.*
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 committee recommending using various methods to assess student needs and measure the progress and effectiveness of interventions used to address student needs.

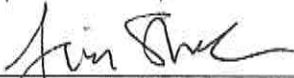

1. *I-ready assessments*

2. *I-station assessments*
3. *Teacher recommendation*
4. *Parent recommendation*

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: Jim Shank	
Superintendent/Charter Administrator Signature: 	Date: UPDATED 11/16/2021
Local Board of Trustees, President's Printed Name: LARA HILL	
Local Board of Trustees, President's Signature: 	Date: UPDATED 11/16/2021

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