



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: Fremont County Joint School District #215
Website link to the LEA's ARP ESSER Plan – Use of Funds: http://www.sd215.net/

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 Fremont County Jt. School District #215 ("The District") started gathering input on how to use ARP ESSER funds in April 2021 from school administrators, program directors, teachers, parents, patrons, and board members during district leadership team meetings, district financial team meetings, board meetings, Community Advisory Committee meetings, personal conferences, surveys, and some phone calls. The public specifically had and continues to have the opportunity to provide meaningful input during board meetings and while attending Community Advisory Committee meetings. The Community Advisory Committee members include a board member and at least two community members from each of the district zones. Of course, all school and community members are provided opportunities to give input on the use of ARA ESSER funds completing online surveys developed by the district.

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 will continue to use ARA ESSER funds to implement prevention and mitigation strategies (e.g. providing all district staff with access to PPE, disinfecting cleaners, allowing staff time to get tested and/or vaccinated, etc.). Staff and students have been and will continue to be encouraged to stay home when ill and/or while visibly experiencing COVID-19 symptoms. The District started the 2021-22 school year as scheduled and plans on maintaining all of its schools in the district open throughout the regular and summer terms including the educational program at the Five County Detention Center (5C). To date, the District with input from the various district, school, and community members has decided to implement the CDC guidelines on a voluntary basis wherein students, staff, parents, and patrons are not required to wear

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

masks or other protective gear, nonetheless, have access to PPE and various disinfecting solutions.

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 District plans on using ARA ESSER funds to provide extended day instructional opportunities (e.g. homework clubs, study skills, and after school remediation) for all students and especially for students who are considered at-risk of not continuing to matriculate with their same-aged peers. Some of these students include those with disabilities, English Learners, homeless, foster care, migratory, Hispanic, and those from low-income families. The District also plans to use ARP ESSER funds to hold summer school sessions to provide elementary students considered at-risk academically and/or socially/behaviorally. The District will also plan on holding summer school to provide secondary students' opportunities to earn credit this will include low income students and migratory students. As needed, devices and/or internet capabilities for students to access online district sponsored programs after school hours and/or during the summer will be provided. We are fortunate to have a student population which has not missed much in-person instruction, so our focus will be with any student who is academically behind. Our goal is to move all students forward in order for us to provide student learning and development at their levels. We will review attendance, and any student who has missed the most in-person instruction and who did not consistently participate will be afforded additional help and services during the school day, after school, and during our summer school.

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.*

Based on our student demographics and learning loss needs, we will allocate funds to each school. We will make the determination on learning loss by utilizing iReady for math and I-Station for literacy. Each of those programs/curriculums have a progress monitor which we review monthly at our grade level collaborative team meetings (CTM). We utilize that data to determine the need of each student, and we work to accelerate and remediate the students who are academically behind.

We have hired an additional counselor at the elementary level, and she is housed at our largest elementary school. If the need arises in one of our smaller elementary schools, she will facilitate counseling at those schools. In an effort to hire and retain our paraprofessionals, we have increased our rate of pay. We have also increased our substitute pay in order to help attract and retain high quality substitute teachers. Due to the inflation and difficulty in all staff to make it through these times, we will be adding a cost-of-living adjustment to all staff.

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.*

In order to meet the needs of our students disproportionately impacted by COVID-19, the district is supplying internet connectivity and devices for students who do not have access to. We also have extra time for students before and after school study skills classes for students who may need additional help and remediation/acceleration. As stated in 4, we utilize our math and language arts curriculum/programs to progress monitor all students, remediating and accelerating students who are behind or have missing concepts. This gives each student all of the scaffolding necessary to progress to the next level of instruction and learning. It is crucial that each CTM review all students monthly, utilizing the progress monitoring tools within iReady and I-Station. With that information, each team can formulate their small group instruction to meet the needs of any struggling student.

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.*

We will continue to utilize or progress monitoring software to understand where each student is academically. We will then tailor our small group instruction to fit the needs of each student. The MTSS teams will continue to monitor all struggling students to understand if the instructional practices are working or need to be modified and adjusting accordingly to meet the needs of individual students.

Our additional counselor is also teaching social-emotional skills within the elementary schools, and we have our intervention, prevention, and postvention protocol which is continually being updated by the school counselors and school leadership teams.

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 XX	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	Yes XX	No <input type="checkbox"/>

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

Signatures

Superintendent/Charter Administrator Printed Name: Byron Stutzman	
Superintendent/Charter Administrator Signature: 	Date: October 1, 2021 Revision February 17, 2022
Local Board of Trustees, President's Printed Name: Jon Bailey	
Local Board of Trustees, President's Signature: 	Date: October 1, 2021 Revision February 17, 2022

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