



## 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.

**LEA # and Name:** Idaho Falls School District 91

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

[D91.k12.id.us](http://D91.k12.id.us)

### 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 stakeholders to attend 3 meetings during the month of September to discuss possible uses for the ARP ESSER funds allocated to the district. Parents, teachers, school and district administrative staff and a representative from the board all provided meaningful consultation.*

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.

*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.
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:

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

- 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 workers 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.*

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*