



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 by October 1, 2021.

LEA # and Name: Filer School District #413

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

Filer School District leadership team collected and analyzed district wide data. The team participated in a SWOT analysis where they identified the critical issues in our district and explored strategies for improvement. Discussion centered around the identified strengths and weaknesses, the available opportunities, and the possible threats. This activity led to a brainstorm session on ideas to use ARP ESSER funds for the continuous and safe operation of in-person learning. Ideas included representation from various groups, including administrators, teachers, specialized instructional support personnel, related service providers, early childhood education providers, school counselors, custodial personnel, transportation, food service, etc. The plan is only in the beginning stages. Gathering input from all stakeholders will continue throughout the process. Input is gathered during meetings and through surveys hosted on the district website. Stakeholders are made aware of the meetings and surveys via the district wide notification system (text, email, and phone calls), social media, newsletters, etc. Updates are provided at regular school board meetings.

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.*

Filer School District has been implementing prevention and mitigation strategies that are consistent with the CDC guidelines. However, there are additional measures that can be taken with the use of these funds including: upgrades to HVAC system, facility upgrades to allow for social distancing, additional bus route to allow for social distancing, "sick room" in buildings to isolate students who are sick until they are able to go home, purchasing tests and personnel to administer the tests, additional personnel to assist with sanitizing, equipment and supplies for disinfecting, purchasing masks, purchasing signage to encourage mitigation strategies, etc.

¹ 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 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.

Students who will benefit from learning loss funding:

- *Students who did not consistently participate in remote instruction;
- *Students who need credit recovery;
- *Students who are not at grade level in reading based on the IRI;
- *Students who are not at grade level in reading based on ELA ISAT;
- *Students who are not at grade level in math based on Math ISAT;
- *Students who did not attend school consistently between spring 2020 to current
- *Student populations considered "at-risk" (low socioeconomic, migrant, Title, homeless, Sp.Ed., ELL, etc.);
- *Students with high absenteeism;
- *Students not on track for graduation;
- *Students performing below their peers;

Programs may include:

- *Before/after-school tutoring
- *Summer school
- *Additional help during the school day
- *Developing an alternative school

Other:

- *Ensure programs are evidence based and aligned to the standards
- *Replace missing curriculum pieces (materials, supplies, etc.)
- *Adopt a robust math curriculum with vertical alignment
- *Ensure interventions are evidence based
- *Provide professional development

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.*

Due to the potential loss of funding with the debate over enrollment vs Average Daily Attendance, along with the Public School Stabilization Fund freeze, these ARP funds might be needed to keep all employees and programs at their current levels. Other options for spending include: additional expenses related to learning loss, expanding CTE program, additional STEM program, all-day kindergarten, and pre-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.*

In addition to the information already stated, Filer School District has hired an instructional coach who is well trained in professional development in areas such as student engagement strategies, data analysis, progress monitoring, cognitive coaching, SEL/trauma training, Federal programs (Title, migrant, ELL, etc.), Idaho state standards, evidence based, curriculum, instruction, and assessments. The instructional coach, along with the leadership team, will ensure all interventions are addressing the academic, social, emotional, and mental health needs of all students, especially those most impacted by Covid-19. In addition, Filer School District has a lead counselor whose duties include addressing the mental health needs of our students. The counselors ensure social emotional learning is at the forefront as we navigate through these uncharted waters. Our current district-wide PBIS program is rejuvenated and expanded. SEL, trauma training, grief training, and suicide prevention training are available. The instructional coach and counselors work together with the leadership team to make sure the needs are met for all students. The counselors have connections with services throughout the community and pair up family needs with services to ensure all needs are met. Monies are available if additional counselors are needed.

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 instructional coach is critical in providing guidance with a process that includes benchmark testing, analyzing data, forming interventions, progress monitoring, revising interventions as needed, progress monitoring, revising as needed, repeating until summative assessments – documenting along the way. This process occurs at the district, building, classroom, and sub-group level. Documenting and holding each other accountable ensures student needs are met.

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: Click or tap here to enter text. <i>Kelli Schroeder</i>	
Superintendent/Charter Administrator Signature: <i>Kelli Schroeder</i>	Date: Click or tap to enter a date. <i>September 29, 2021</i>
Local Board of Trustees, President's Printed Name: Click or tap here to enter text. <i>Aaron Williams</i>	
Local Board of Trustees, President's Signature: <i>Aaron Williams</i>	Date: Click or tap to enter a date. <i>09/29/2021</i>

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