



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

**LEA # and Name:** Blaine County School District #61

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

<https://www.blaineschools.org/domain/1233>

### 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 district is in the process of engaging several stakeholder groups in the work of developing plans to utilize ARP ESSER funds for the continuous and safe operation of in-person learning. Stakeholder groups include, but are not limited to: Blaine County School District Leadership Team members, the local YMCA, the Hunger Coalition, the Blaine County Recreation District and Idaho Base Camp. Initial conversation with the district leadership team was held on September 9, 2021. Engagement with stakeholders is anticipated during the months of October and November, with board action targeted December 14, 2021.

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.*

The district will provide safe and sanitary facilities in an effort to mitigate the transmission of respiratory illnesses and viruses. Personal protective equipment has been and will be purchased and made available to all individuals at school district facilities free of charge. Hand sanitizer is available at the entrance of all facilities. The district HVAC system will be evaluated and upgraded, as needed. Options to expand indoor and outdoor space will be considered and evaluated with an interest in creating additional social distancing space for students during meal time. School nurses are actively engaged in contact tracing all positive cases of COVID-19 and serve as liaisons to families for guidance on quarantine protocols, consistent with CDC protocols. This section of planning is anticipated to expand, as we increase our efforts to engage with community stakeholders.

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*

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

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 is considering options for extended day and extended year programming to serve those students for whom there is evidence of learning loss due to the COVID-19 pandemic. In the Blaine County School District, there appears to be evidence of learning loss for students who: are economically disadvantaged, have a learning disability, are English learners or are experiencing homelessness. Some students who are demonstrating learning loss may be described by more than one of the aforementioned categories. Programs are in place to provide credit recovery options for students, which include extended year programming. This section of planning is anticipated to expand, as we increase our efforts to engage with community stakeholders.

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.*

The Blaine County School District will continue to engage the community with an emphasis on maintaining 100% in-person learning to the greatest extent possible. ARP funding will be used to support that effort in several ways. There is a focus on extended year programming to close opportunity and achievement gaps. Planning for summer 2022 commenced in August of 2021. Additionally, BCSO will be looking closely at Tier I, II and III programming specific to English Language Arts and Mathematics with an emphasis on best practices through Response to Intervention (RTI). This section of planning is anticipated to expand, as we increase our efforts to engage with community stakeholders.

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.*

Each of our schools has a Response to Intervention (RTI) system or problem-solving team in place. Data is regularly reviewed to identify students who may require an intervention or interventions. Additionally, the district employs a social worker and counselor at each school. We teach a social-emotional learning curriculum, as well. This section is anticipated to expand, as we increase our efforts to engage with community stakeholders.

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 district regularly conducts benchmark and formative assessments at every grade level and monitors other forms of student engagement. Examples of these include, but are not limited to: STAR testing, ISIP, teacher developed end of course assessments, teacher developed formative assessments, diagnostic assessments, social-emotional learning surveys, attendance, and behavioral referrals.

## 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. {The LEA has started the process to engage in meaningful consultation with the same.}	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. {The LEA has started the process to engage in meaningful consultation with the same.}	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. {The district will translate all communication into Spanish.}	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:  
James V. Foudy

Superintendent/Charter Administrator Signature: 	Date: September 30, 2021
Local Board of Trustees, President's Printed Name: R. Keith Roark 	
Local Board of Trustees, President's Signature:	Date: <a href="#">Click or tap to enter a date.</a>

**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.**