



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: Blackfoot School District #55

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

<https://www.d55.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.*

The Blackfoot School District utilized a similar process that we used for our Re-opening plan. The Superintendent gathered meaningful community input by conducting public open meetings held in the BHS gymnasium and MVMS Library. Another Public Meeting is scheduled for March to provide our patrons with an update regarding spending and receive input and suggestions with future projects and spending.

Input was also requested in patron and staff newsletters and on the district FACEBOOK page. A direct email link to the Superintendent was also created for meaningful input. District Leadership Team meetings and building administrative meetings were conducted to gather input and suggestions regarding use of funds.

School Board meetings provided public forum opportunities and the meetings were also held via ZOOM. District PAC, Indian Education PAC and EL/Migrant PAC each had input opportunities regarding the use of funds. The Tribal Consultation Agreement with the District is also on file as evidence of 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) guidelines¹ for reopening and operating schools for in-person learning.*

The Blackfoot School District will focus on the five key prevention strategies as outlined by the CDC on their website. The district will use the guidelines as a template for prioritizing what should be purchased regarding the operating of schools for in-person

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

learning. A detailed re-opening plan can be found on the district website that provides further detail regarding the opening and operation of schools for in-person learning.

1. Universal and correct use of masks
2. Physical distancing
3. Handwashing and respiratory etiquette
4. Cleaning and maintaining healthy facilities
5. Contact tracing in combination with isolation and quarantine

Funds will be used to purchase sanitation stations, PPE for staff and students, electronic thermometers, hand sanitizer, ventilation upgrades, and additional sanitation protocols such as fogging schools on the weekends and the gymnasiums after each use.

ABM, our contracted service for custodial needs meets with our Director of Maintenance weekly to give an update on sanitation protocols and any adjustments that are needed with our current plan.

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.*

a. Those who missed the most instruction were referred to our credit accrual and summer credit recovery programs. We hired three credit trackers, provided a school counselor and created extended year and day through summer school and afterschool program opportunities to assist those students who have fallen behind because of COVID. We provided online learning and hybrid learning for habitually absent students and we also provided technology devices to those students who needed it for online learning. For the 2021-2022 school year, every school is offering after-school programming along with "Friday" school. This provides additional time beyond the school day to help students maintain their current classes and catch up anything they are missing. The EL/Migrant Outreach Center is open every evening from 4:00 – 7:00 and Fridays from 10:00 – 1:00 for bilingual tutoring opportunities. We have collaborated with Tribal Youth Education Programs to support extended day tutoring at Timbee Hall. All secondary students have devices to complete online learning.

b. Those who missed the most instruction were our secondary and Native American students. We were able to meet with the tribe via ZOOM weekly to pinpoint the students that we needed to contact. We hired three credit trackers, provided a school counselor and created extended year and day through summer school and afterschool program opportunities to help these students close the academic skills gaps created by inconsistent or nonexistent participation. We also provided online learning and hybrid learning opportunities. The Tribe agreed to help provide connectivity and busing for summer school opportunities. Tribal students will have in-person tutoring available at Timbee Hall through Tribal Youth Education Programs.

c. We hired four Indian Ed staff paraprofessionals to help with tracking Indian Ed students' progress and well-being. Our homeless students had a credit tracker and homeless liaison who helped reduce barriers regarding attendance and basic needs of homeless students. Three additional credit trackers were hired for MVMS, IHS and BHS to contact students and parents regarding credit accrual. We have created a credit accountability form that requires a parent and student signature to document that students and parents understand the amount of credits and/or a credit deficit that students may have per trimester or per block.

d. No less than 20% of ARP funds will be utilized to provide summer school and afterschool programming for the most at-risk student populations. The following programs are being offered:

- *EL/Migrant Outreach credit accrual
- *BHS/IHS Credit Recovery summer school
- *MVMS credit recovery summer school
- *Homeless ARP I summer credit accrual
- *K-6 summer school for Tier II and Tier III students
- *Hire 3 secondary credit trackers for the 2021-2022 school year
- *Afterschool programming will be offered at each school starting September.
- *Interactive Whiteboards were purchased for teachers working with the most at-risk students
- *ELA curriculum was adopted and purchased for grades 7-12
- *ELA intervention curriculum was purchased for grades K-6
- *STAR was purchased for tracking student growth and achievement grades 7-12
- *IStation was purchased for progress monitoring and intervention for grades K-8
- *Transportation for summer school
- *Purchased online Library accessibility through SORA

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 Blackfoot School District will continue with the technology accessibility for students to remain at 1:1 for grades three through twelve and 1:2 for grades Kindergarten through second.

To reduce close contact for teachers and students interactive white boards have been purchased for grades Kindergarten through sixth grade all classrooms and several included at the secondary level.

HVAC improvements have been made to our aging buildings and window replacement/installation at our buildings with the biggest area of need.

Finally, the district will hold and reserve some funding in case there is limited state funding to support our expenditures.

- 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.*

Academic interventions that have been purchased are research-based and proven to be effective regarding student achievement. The school district has aligned professional development to ensure that teachers have adequate training to implement the intervention programs. Collaborative scheduling at each school will allow PLC time for teachers to mine data and have data talks regarding student growth. These meetings are scheduled weekly. They are led by an interventionist that helps create instructional groups and provide skill targeted intervention to the students most at-risk. AimsWeb progress monitoring will target the 16th percentile and below for additional intervention time. iStation has been purchased because it aligns with state testing but also provides a benchmark and learning path for each student. The reports are available for parents to monitor student growth. Imagine Learning and HMH EL will focus on our EL/Migrant students and those that are in need of language instruction. All EL/Migrant staff will be trained regarding intervention strategies for EL students. Reporting will be monitored monthly to chart student progress and make any adjustments. STAR will be the progress monitor used at the secondary level. We will be able to streamline our student's progress between our Alternative High School and Blackfoot High School. Consistency in reporting will help adjust student-learning goals necessary for students to achieve success especially when they transfer between schools. An electronic file is created in Milepost to chart all student assessments and any

additional learning plans that a child might have. Teachers consistently put notes in the efile to help direct the next teacher as to what accommodations a student may need.



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.*

Consistent monitoring of student progress and effectiveness of strategies/interventions will be under the direction of a team of individuals. The classroom teacher who will be supported by the interventionist, credit tracker, building RTI team, extended day staff, and school administrator, will lead the team. These individuals will meet no less than once a month to discuss student growth and chart credits toward graduation. The district has an assessment calendar that charts when and what progress monitoring and testing should take place for students. It is expected that staff follow the outlined assessment calendar. All assessment results will be uploaded into Milepost for efficient access. Bilingual staff will make phone calls and home visits when needed to inform parents about student progress. Each of our Indian Ed staff have a trespass permit because they are registered members of the Shoshone-Bannock Tribe. They will make home visits as well to keep families informed regarding student growth and progress towards graduation.

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: Brian J. Kress	
Superintendent/Charter Administrator Signature: 	Date: September 29, 2021
Local Board of Trustees, President's Printed Name: Bonnie Hepworth	
Local Board of Trustees, President's Signature: 	Date: September 29, 2021

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