



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: Weiser School District # 431
Website link to the LEA's ARP ESSER Plan – Use of Funds: www.weiserschools.org

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 Board of Trustees and the administrative team for the Weiser School District accept feedback from patrons in writing or in person. The Board of Trustees has a standing agenda item to discuss COVID planning at each of their regularly scheduled monthly meetings, and the Board takes feedback between meetings. The potential use of ESSER Funds, including ARP Funds, continues to be discussed by Trustees during meetings. Once potential and more specific uses for the funds, aligned with Section 2001(e) of the ARP Act, have been targeted based on identified district needs WSD staff, parents, and patrons will be asked for their input. Notice for feedback will be publicized through district publicized and/or through district issued surveys launched during the fall and/or winter 2021-22.

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 Weiser School District and the Board of Trustees consider guidelines and recommendations that are provided by the CDC and other local and national health care providers and organizations. The WSD COVID-19 Response Plan 2021-22 identifies mitigating strategies that will be considered and implemented as a result of the impact of COVID in our schools. We plan to continue to evaluate conditions and needs within the district, and continue to purchase equipment and supplies necessary to assist with school sanitation and that are intended to limit the potential transmission of COVID-19 in our schools. Sanitation and mitigation strategies will center on cleaning and sanitizing, the purchase and maintenance of proper equipment and cleaning chemicals, improvements to facilities that allow for distancing of people and/or the installation of physical barriers, and other strategies designed to improve safety, reduce the spread of virus and germs, and/or improve air quality within facilities.

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.*

Addressing learning loss and promoting credit recovery for students who have experienced a negative impact on academic performance as a result of COVID-19 is a priority for the WSD. No less than 20% of the District's allotted ARP funds will be used to address learning loss and credit recovery options for students.

Administrators, counselors, and Intervention Teams (RTI teams) at each building will use student performance on state and local assessments, class grades, teacher reports, academic credits earned by students, and student attendance reports and data to identify and target students who are in need of additional support and learning opportunities. Funds will be used to provide extra support personnel to assist students during the school day, provide in-school tutoring support, provide extended day after school learning opportunities and extended year summer school opportunities, and provide for additional credit recovery options for students who are not on track to graduate on time. Additionally, the District will consider purchasing intervention resources and curriculum designed to meet the needs of students in the target groups. Building level teams will review student performance data and reports for all students, which will include students in all subgroup populations. Intervention opportunities will be designed and take into account individual student circumstances.

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.*

Section 2001(e) specifically authorizes "an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff."

The WSD will continue to monitor students, staff, and facility needs and will allocate resources to individual buildings based on prioritized and identified needs that are consistent with

allowable expenses within the ARP. (See section 2 of this plan.) The emphasis will be to continue to improve conditions for facilities that help to improve healthy conditions for students and staff and that help to support continued in-person learning, to the extent possible.

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.*

Progress monitoring of student performance and the efforts of Response to Intervention teams to identify students in need of support and match supports to individual students is a continual effort in each building. Administrators, counselors, RTI teams, and building leadership teams will identify students for intervention and will monitor individual student progress toward meeting learning or performance benchmarks, regularly, as these building level teams meet weekly or monthly throughout the year in an effort to monitor the effectiveness of interventions and monitor the progress of students who participate in the intervention programs. Teams regularly evaluate the circumstances associated with individual students and provide support and interventions that are reflected in the academic and social/emotional needs of individual students.

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.*



As stated previously, it is the function of administrators, counselors, RTI teams, and building leadership teams to monitor and evaluate the effectiveness of programs, strategies, and interventions that are implemented at the building level and district level to ensure that they meet the needs of the students where and when they are implemented. Interventions and supports are adjusted or changed when they are not shown to improve the performance of students when they are implemented with fidelity.

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	Yes <input type="checkbox"/>	No <input checked="" 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 <input type="checkbox"/>	No <input checked="" 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: Wade Wilson	
Superintendent/Charter Administrator Signature: 	Date: September 30, 2021
Local Board of Trustees, President's Printed Name: Dr. Mark Pritchard	
Local Board of Trustees, President's Signature: 	Date: September 30, 2021

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