



## 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:** Jefferson Joint School District #251

**Website link to the LEA's ARP ESSER Plan – Use of Funds:**  
<https://www.jeffersonsd251.org/transparency-reports/>

### 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.*

Patrons were given the opportunity to provide input at board meetings when this plan was discussed. Focus groups which include community members are being formed to provide ongoing input as we continue to develop a strategic plan to address students learning needs over the next several years. Principals, teachers, including the local teachers association was consulted with through meetings and conversations.
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.*

Our district reopening plan used the CDC guidelines as a reference. Funds will be used to support this plan by purchases additional PPE supplies as needed and addressing ventilation concerns at two of our schools.
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:*

  - Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
  - Students who did not consistently participate in remote instruction when offered during school building closures; and*
  - Students most at-risk of dropping out of school.*

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

- 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.*

Funds will be used to provide intervention and enrichment opportunities for students who have suffered learning loss. The district will use the following interventions as needed: summer school, tutoring, afterschool homework help. Funds will be used to provide summer and after school opportunities for students who have experienced lost instructional time. To support students most at risk of dropping out of school we have hired additional para professionals at each school to work as “student companions” to identify and build positive relationships with those students whom are at risk of dropping out of school. We are also implementing a behavior support program to provide behavior and academic instruction for students with disabilities and other at risk populations. With the additional of extra para-professional support and specific behavior training ESSER funds will be a great support to students impacted the greatest by lost instructional time due to COVID-19

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.*

*Funds will be allocated to schools and activities based on student need prioritizing those students who have had the most significant impact on learning due to lost instructional time. Funds will provide for curriculum, technology, and personnel to support the student learning and keep students connected to the classroom.*

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.*

All school are implementing Hope Squad as a way to help address the social, emotional, and mental needs of students, specifically those from subgroups disproportionately impacted by COVID-19. In addition the district will use funds to evaluate and adjust Tier 1,2 and 3 interventions and supports for students, both academically and social emotionally.

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.*

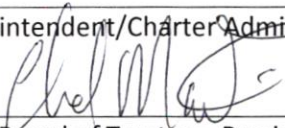
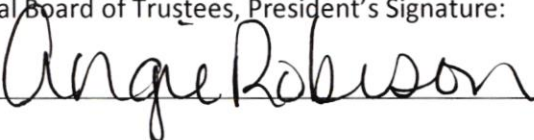
We meet weekly in our Professional Learning Communities to evaluate data and make instructional decisions based on that data. In addition, achievement data is presented to the board of trustees on a regular basis. By analyzing this data at the student level we are able to identify gaps in learning and address them promptly and effectively.



## 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: Chad Martin	
Superintendent/Charter Administrator Signature: 	Date: December 15, 2021
Local Board of Trustees, President's Printed Name: Angie Robison	
Local Board of Trustees, President's Signature: 	Date: December 15, 2021

**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.**