



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: Pocatello/Chubbuck School District #25

Website link to the LEA's ARP ESSER Plan – Use of Funds: www.sd25.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 Pocatello/Chubbuck School District 25 developed a survey to gather stakeholder input for the ESSER III Use of Funds Plan. The survey invited respondents to prioritize categories toward which the district could allocate ESSER III funds. The survey window opened on Tuesday, September 14 and closed on Thursday, September 23. The survey was distributed to stakeholders including parents, via Infinite Campus email, portal inbox and text messaging; district-wide email to staff; and to community members using various social media platforms. More than 1,200 responses were received within twenty-four hours. Final responses received totaled 1,521. The responses prioritized the categories as follows: Priority 1: Staff Retention; Priority 2: Curriculum and Programs; Priority 3: Loss of Instruction; Priority 4: Mental Health/Self Care; Priority 5: Technology; Priority 6: Operational Continuity; Priority 7: COVID-19 Mitigation Strategies; and Priority 8: Maintenance and/or Upgrade of Facilities. Students, staff members and patrons were invited to provide written and/or public comment at two separate Board Meetings relative to the Use of ESSER III Funds.

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.*

ESSER III funds will be used to purchase and distribute approved PPE, consistent with current CDC guidelines, to each building and staff member. These include, but are not limited to: hand sanitizer in all classrooms and sanitizing stations throughout the school, disinfectant wipes, face coverings, gloves, electro static sprayers and backpack sprayers, ozone machines and plastic and Plexiglass dividers. The district has also retained 20 teachers above the state allocation to allow for smaller class sizes, and physical distancing. Increased signage regarding physical distancing, proper handwashing and hygiene, and correct face covering information will be provided. If remaining funds are available, the district will consider purchasing additional playground

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

equipment to allow greater physical distancing. The current Wellbeing Rewards Program will be expanded to provide opportunities for employees to participate in activities that focus on the five dimensions of wellbeing. The program design will provide employee choice to ensure the program is compliant with federal regulations including ACA, ADA and GINA.

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:*

The district will use 20% of the allocated funds to provide and/or purchase the following interventions:

- a. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
 - Before-school, and/or after-school tutoring;
 - Summer school options for elementary and secondary learners;
 - Utilize the Idaho Digital Learning Academy (IDLA) at the elementary level for full replacement curriculum;
 - New math curriculum for grades K-8;
 - Develop detailed graduation plans for at-risk students with the assistance of counselors and administrators;
 - Compensate current teachers for teaching during their prep period in order to offer more sections and reduce class size;
 - Purchase annual licenses for the I-Station Intervention Program for grades K-5; I-Ready Intervention Program and Lexia Power-Up for grades 6-8; and Achieve 3000 ELA for grades 9-12;
 - Purchase special education curriculum materials for Literacy Footprints ERR for grades K-5; the RISE Program for grades K-5, and Number Worlds for grades K-8.
- b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
 - Summer school;
 - Credit recovery courses through APEX;
 - Consider hiring a paraprofessional to identify and track at-risk students.
- c. *Students most at-risk of dropping out of school;*
 - Consider hiring another teacher at the alternative school, New Horizon Center.
- 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.*
 - Examine the need to hire an ELL teacher;
 - Provide additional paraprofessional support;

- Increase contracted services across the board, including special education, (i.e. speech/language pathologists, school psychologists, occupational therapists);
- Consider hiring an administrative assistant for Community Resources Workers (CRWs) to help manage community resource services.

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.*

Staff Retention:

- Staff retention stipends for extra COVID related duties;
- Family First replacement funds – Consider reimbursement of employee sick leave days related to COVID;
- Provide insurance cost relief for staff;
- Additional compensation for Instructional Coaches;
- Offset the cost of enhanced classified salary schedule to recruit and retain staff.

Technology:

- New technology purchases;
- Replace outdated hardware;
- Replace wireless infrastructure.

Covid Mitigation:

- Improve outdoor activity facilities to provide the district with alternate venues to accommodate COVID mitigation strategies;
- Purchase additional playground equipment to allow for greater physical distancing;
- Consider hiring additional custodial staff;
- Additional support staff to supervise small groups;
- Refurbish auditoriums to allow for large group gatherings while maintaining physical distancing.
- Contracted services for additional facility cleaning services and transportation;
- Offset the cost of additional FTE over and above the state allocation to decrease class size.

Improved Communication:

- Offset the cost of a new position – Web Communication/Digital Asset Assistant;
- Purchase a district-wide mass notification tool.

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.*

The district will implement the following interventions to support the academic, social, emotional and mental health needs of all students:

- Contract with a Speech/Language tele-therapy company to provide additional speech/language services to a majority of secondary learners that qualify for services, and to supervise the districts' licensed Speech/Language Pathologist Assistants (SLPAs);
- Contract with the local University's Deaf Education program and independent interpreters to provide American Sign Language (ASL) interpreting services to accommodate learners on a 504, or Individual Education Plan (IEP). In addition, the district will explore online interpreting services to provide additional accommodations and support for those learners;
- Update the School Psychologist testing Toolbox and train them on Specific Learning Disabilities targeted towards Native American learners, and include all learners;
- Work with local health agencies and community resources to provide in-school counseling services for at-risk and impoverished school populations;
- Consider implementing an extra-duty stipend for staff members who work beyond the contract day to support the academic, social, emotional and mental health needs of students;
- Offset the cost of a new Health curriculum with a greater focus on social, emotional and mental health support, including tools and support for suicide ideation;
- Enhance the Employee Assistance Program (EAP) that provides emotional and mental health support for staff, and promote staff participation TeleDoc services, (virtual doctor visits) to improve staff attendance and emotional wellbeing;
- Continue offering Professional Development for staff with a focus on recognizing and responding to student trauma and utilizing restorative practices;
- Utilize the district's Wellness/Insurance Committee to explore methods that contribute to the overall health and wellness of staff:
 - Consider expanding employee benefits to both full and part-time employees;
 - Consider expanding mental/physical health benefits and coverages;
 - Consider expanding Wellbeing Rewards Program to incentive staff to participate in activities that focus on the five dimensions of wellbeing.

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 will utilize the following programs, processes and strategies to monitor intervention success and student progress:

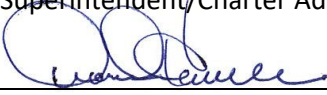

- Teacher goal setting/results
- Conduct teacher observations and monitor data
- Review interim assessment results
- Continual progress monitoring
- Professional Learning Community discussions
- I-Station results
- Monitor Parent/Teacher conference outcomes
- Monitor grades in APEX
- Monitor scores in IDLA
- Tracking student and staff attendance
- Tracking employee Wellness activity participation and monitoring the district's medical insurance data

- Tracking Employee Assistance Program (EAP) participation
- Tracking TeleDoc activity
- Monitor student discipline referrals
- Utilize social media analytics to identify needs, and improve communication
- Review stakeholder input
- Communicate with outside counseling resources
- Monitor in-house counselor referrals/data
- Review State required testing data
- Gather qualitative data from community partners
- Tracking student tutoring sessions
- Monitor credit recovery data

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: Douglas Howell	
Superintendent/Charter Administrator Signature: 	Date: September 29, 2021
Local Board of Trustees, President's Printed Name: Dave Mattson	
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.**