



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: Hagerman Joint School District #233

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

www.hjsd.org

Click or tap here to enter text.

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.*

Timeline: first meeting July 20, 2021

Stakeholder groups: teachers, administrators, board members, community members, parents, and head of maintenance.

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.*

Maintenance supplies; training for students and staff; health/wellness plan for students and staff with incentives;

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;*

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

- 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 students identified under items a-d will be priority number one regarding summer school, based on learning gaps or not performing at grade level. In addition, we will offer an afterschool tutoring program, after school enrichment program, and instructional coach for all students and staff for the next three years thru 2023-24. Efforts will be made to encourage parent involvement and buy-in for these programs. Social emotional learning will be a part of summer school along with the ESL teacher. The counselor will provide SEL training for both staff and students throughout the school year and we now have an ESL teacher K-12.

- 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.*

ARP ESSER III Flow-Through			
1/5/2021 - 9/30/2023			
	Allowable Uses Description	Amount Budgeted	Total Budgeted
1	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.		\$30,000
	custodial supplies 2022-23	\$15,000	
	custodial supplies 2023-24	\$15,000	
1 3	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low- income students and children with disabilities, which may include assistive technology or adaptive equipment.		\$23,000
	PowerSchool 2023-24	\$13,000	
	desktop computers	\$10,000	

1 6	Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing home-lessness, and children and youth in foster care, of the local educational agency, including by—(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;(ii) implementing evidence-based activities to meet the comprehensive needs of students; (iii)providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and (iv)tracking student attendance and improving student engagement in distance education		\$16,546
	Math curriculum elementary	\$16,546	
1 7	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.		\$76,000
	replace carpet in classrooms and hallway	\$26,000	
	replace desks, chairs and tables	\$50,000	
1 8	Inspection, testing, maintenance, re-pair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door re-pair and replacement.		\$147,000
	replace condenser units @ elementary	\$147,000	
2 0	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency		
3	paving		
2	exterior of buildings (outside lighting, stucco, paint HS)/landscape/fence along ditch		
4	improvements to football field; guest bleachers; possible track		
5	gym floor; weight room; locker rooms, hall way		
	railings and ramps for bleachers in old gym		
	bathrooms by gym; bathrooms by elementary library; health care area for students		
1	high school roof repairs		
	sewing machines	\$3,600	
	TOTAL EXPENSES		\$292,546

	TOTAL ALLOCATION	\$495,634
	REMAINING BALANCE	\$203,088

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.*

First, we have adjusted our schedule at both the elementary and high school in order to create an advisory/GRIT learning session where we will incorporate an ESL weekly session for all students. In addition, we have created a weekly PLC meeting for high school staff to best provide support, collaboration, monitoring, and supervision. This too has been added at the elementary level, (teaming weekly) along with a collaboration meeting weekly where all certified and non-certified staff meet to plan for interventions. Interventions are offered in both math and language daily for K-6. Finally, both the high school and elementary school have established a Behavior Action Team (BAT) meeting weekly where we focus entirely on misbehavior, parent concerns, 504 or IEP referrals, along with action plans.

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.*

This will take place not only during our PLC's, teaming, and collaboration meetings that are held weekly, but we too have progress monitoring embedded on a monthly basis consisting of M Cap, M Comp, and I-station testing. We too will be progress monitoring using Achieve 3000 three times throughout the school year in grades 4-12 for both quantile and lexile gains. Collaboration and teaming for staff to review data using STAR, ISAT, Achieve 3000, iStation, M-comp and M-cap will occur weekly. Finally, we have embedded PD training for all certified staff monthly throughout the school year.

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 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: Dr. Jim R. Brown	
Superintendent/Charter Administrator Signature: Dr. Jim R. Brown	Date: August 2, 2021
Local Board of Trustees, President's Printed Name: Bryan Whitmarsh	
Local Board of Trustees, President's Signature: Bryan Whitmarsh	Date: August 23, 2021

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