



## 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:** Fruitland School District #373

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

<http://www.fruitlandschools.org>

Includes all requirements, to Lisa at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

### 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 Fruitland School District will make definitive plans for ESSER expenditures by 12/29/2024. These plans will be developed by a “Fruitland Leads” team of stakeholders. This group is/will be composed of teacher, administrators and community members. The Fruitland School Board will make the final decisions on ESSER expenditures.*

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.

*ESSER Funds are being used to continue the implementation of mitigation strategies. Strategies that are currently being offered are: masks, hand sanitizer, supplies for room and desk cleaning, and air filtration.*

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;

<sup>1</sup>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.

*Our students in the FSD did not miss extended period of schooling like many of the other districts in the state and country did. We did, and will again, offer summer school opportunities which include our lowest 20% socio-economic group. This summer opportunity provides free lunch and transportation as well. We also offer credit recovery in the summer. This past June we had 180 students in our extended year summer school for grades 1-4, for example. Also, intervention curriculum has been purchased for our SPED and EL populations as well as separate intervention curriculum for our grades 1-4 Response to Intervention processes.*

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 district wide activities based on student need to equitably and inclusively support student success.

*The remaining ESSER funds will be expended on projects for the betterment of our student populations. These projects will be investigated and vetted by the Fruitland Leads Team and approved by the Fruitland School District School Board.*

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.

*Programs that are put in to place or supported with ESSER dollars will be targeted at ALL of our students, including special populations, to meet their individual needs. Programs to specific needs have been and will be implemented to get the best outcome for our children.*


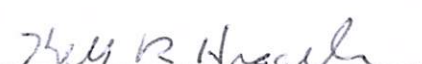
6. Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

*Our students are benchmark tested periodically to test the effectiveness of interventions that are being used. We will use this process when assessing the effectiveness of chosen interventions and will make strategic adjustments based on the data results of those tests.*

## 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:	
Lyle J. Bayley	
Superintendent/Charter Administrator Signature:	Date:
	September 28, 2021
Local Board of Trustees, President's Printed Name:	
Kelly Henggeler	
Local Board of Trustees, President's Signature:	Date:
	September 28, 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.**