



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: Fernwaters Public Charter School

Website link to the LEA's ARP ESSER Plan - Use of Funds:

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 school board discussed a preliminary draft of proposed use of ESSER funds at its April 2021 meeting. Following the meeting, parents were invited to attend a presentation. The presentation was delivered 3 subsequent evenings on May 4, 5, and 6. All parents of current students, new students, and students on the waiting list were invited to attend. The draft plan was also shared with teachers and paraprofessionals via email on August 18. Staff was invited to provide written or verbal feedback. The board reviewed the draft plan at its August 2021 meeting. Following that, the plan was made available at the central office to the parents of enrolled students along with a form requesting written feedback. Parents were notified 8-19-21 via email that the plan was available for a final review. The plan will be finalized and approved at the September 15, 2021 board meeting.

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.*

A portion of the funds will improve heating, cooling, and ventilation. Funds used to remodel and equip a second facility will increase the ability to social distance. Funds will purchase cleaning and sanitizing supplies and services. Funds will pay for Internet connectivity. The use of these funds is consistent with CDC guidance on control and prevention in the these specific areas: 1) Improved air quality and ventilation; 2) Social distancing; 3) Cleaning and sanitizing frequently touched surfaces, 3) Quarantine for those who are either symptomatic or have been exposed to the virus.

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*

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

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.*

Fernwaters will use ARP funds to address learning loss in the following ways:

- 1) Provide social emotional learning for students negatively impacted by the pandemic. Services are provided by a licensed social worker and available to all students, although some students are specifically identified by staff as needing services. These students will be identified based on risk factors, such as those specified above.
 - 2) Provide compensation for teacher time spent a.) Identifying gaps in learning by examining formative test data, b.) Mapping curriculum to standards, and 3) Preparing additional curriculum for remediation.
 - 3) Provide a summer learning program during summer 2022 to extend and reinforce learning in math, ELA, and SEL. All students will be invited to participate, but Fernwaters will target students from the above-mentioned high-risk categories.
 - 4) Provide breakfast and lunch nutrition.
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.*
- 1) Reserve funding to provide additional FTE's for paraprofessionals to work one-on-one with struggling learners.
 - 2) Provide transportation support.
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.*

A social worker will be available to meet with all students 4 days per week during the school year and summer 2022. The social worker will evaluate each student and

recommend professional counseling for students needing a higher level of mental health intervention.

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.

Fernwaters assess students using MHM, MAP, and the ISAT Interim and Summative Assessments. These assessments will be used to identify and address gaps in student learning and levels of growth and mastery.

Section 2: Assurances

Assurance	LEA Response	
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: Kristin Foss	
Superintendent/Charter Administrator Signature: 	Date: 9/15/21
Local Board of Trustees, President's Printed Name: Jennifer Coffey	
Local Board of Trustees, President's Signature: 	Date: 9/15/21

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