



LEA ARP ESSER Plan

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.*

LEA # and Name: Forrest M. Bird Charter School, #487

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

<http://forrestbirdcharterschool.org/covid/>

FBCS uses stakeholder feedback through board conversations, survey information, and family virtual and live meetings. Feedback around COVID procedures occurs approximately once a month. Stakeholders include the FBCS board, FBCS staff, FBCS families and community. This plan has been developed by Mary Jensen, Charter Administrator.

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.*

Funds being used for the implementation prevention and mitigation strategies include providing masks for people who would like them but do not have them during the day, additional cleaning materials for the bus and school buildings, and potential extension of classroom walls to increase class area.

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;*
 - 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.*
 - 1) FBCS have hired an additional special education paraprofessional for this school year.

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

2) FBCS have bought additional testing materials for math for teachers to assess student actual level at the beginning of the year. Students will be retested twice in the year to determine growth. If growth is not occurring, teachers will meet with families to determine different educational techniques to help the student.

3) FBCS have and will be buying additional teaching supplies to help differentiate learning for students, such as purchasing an iXL program.

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.*

FBCS is one district and school. Funds are being used to retain teachers to keep class sizes small despite the reduction of overall student population, hire a counselor to specialize in staff mental health by coaching staff who are struggling with the added stress and work from working during a pandemic, adding a ¾ FTE technology person to aide in the increased demands of technology in the schools, developing a robotics program in the middle school to increase interest in science and math, and reinvigorated the FACE program.

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.*

FBCS will monitor the weekly academic progress of the students with progress check-in during advisory and advocacy. Additional math testing will occur to gauge student growth throughout the school year. In addition, FBCS high school has implemented a new program called Academic Intervention that provides additional monitoring on student progress and growth with family and student input.

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.*

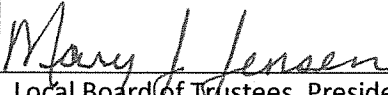

FBCS will monitor the weekly academic progress of the students with progress check-in during advisory and advocacy. Additional math testing will occur to gauge student growth throughout the school year. In addition, FBCS high school has implemented a new program called Academic Intervention that provides additional monitoring on student progress and growth with family and student input.

FBCS has staff and department meetings every Friday. During these sessions, staff review and monitor the current techniques, adjust and adjust the techniques for individual students when needed

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: Mary J. Jensen	
Superintendent/Charter Administrator Signature: 	Date: <small>Click or tap to enter a date.</small> 9/29/21
Local Board of Trustees, President’s Printed Name: Kate McAlister	
Local Board of Trustees, President’s Signature: 	Date: <small>Click or tap to enter a date.</small> 9/28/21

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