Idaho State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund

U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754
Expiration Date: October 31, 2021

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly $122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies ("LEAs"), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education ("Department") is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation's schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency's ("SEA's") plan in order to make the State's remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA's response. Throughout this document, questions that refer to an SEA's ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by June 7, 2021, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA's plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department's website when it is received and will indicate each plan's approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations ("CRRSA") Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page

ARP ESSER PR Award Number (S425U210043):

SEA Contact: Matthew Freeman, Executive Director, State Board of Education

Telephone: (208) 332-1570

Email address: matt.freeman@osbe.idaho.gov

State Department of Education Contact: Sherri Ybarra, State Superintendent of Public Instruction

Telephone: (208) 332-6815

Email Address: sybarra@sde.idaho.gov

By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Chief State School Officer or Authorized Representative (Printed Name) Signature of Authorized SEA Representative	
Kurt Liebich, State Board of Education President	Date: 8/27/21
Sherri Ybarra, State Superintendent of Public Instruction	Date: 8.30.2021

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. <u>Progress and Promising Practices</u>: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's *Safer Schools and Campuses Best Practices Clearinghouse* so that they can be shared with other States and LEAs.

   Response:

   During the COVID-19 pandemic, the State Board of Education, State Department of Education, and other state agencies, as appropriate (state) developed various resources and trainings to support school districts and charter schools (local education agencies – LEAs) in meeting the needs of students across Idaho. For example, the State Department of Education (Department) held regular webinars to discuss all of the aspects of the shifting educational landscape, including the use of relief funds, child nutrition policy, and changes in assessment and accountability. The Department also created a public schools reopening page as a central repository for this type of information to assist local education agencies address student learning, operations, coordination with parents, safety and wellness, government resources, and connectivity. This page also included the Back to School Framework approved by the State Board of Education / State Education Agency (Board / SEA). All of these resources provided guidance for supporting effective instruction and student wellbeing whether a school was open fully in-person, hybrid, or remote.

   Using this information, Idaho LEAs adopted various strategies, based on local needs and consultation with community partners, to support students during the COVID-19 pandemic. Three primary strategies implemented in Idaho are outlined below.

   <u>In-person instruction</u>

   For many LEAs, the most effective strategy was maintaining in-person instruction. To support this approach, the Department provided guidance about physical logistics such as distancing procedures, air filtration, and environmental hygiene. Additionally, the Department disseminated resources to support the broader social and emotional needs of students returning to school, such as the CASEL SEL Roadmap for Re-Opening Schools. All LEAs prioritized student health and safety, but with appropriate precautions, in-person learning remained safe and sustainable throughout the entire school year for various LEAs, particularly smaller LEAs in rural areas with minimal community transmission.

Equitable access

When LEAs did need to incorporate distance learning, effective strategies focused on providing equitable access to the necessary technological resources and enhancing support for the students most at-risk in this educational environment. The Department collaborated with LEAs to manage these challenges. For example, the public schools reopening page included guidance to help local IT Directors identify the locations of students without internet service. These students could be assisted by providing an alternate method of internet access or prioritizing them for remaining in-person when hybrid learning was an option. These efforts built on ongoing cross-agency efforts to improve technology access in Idaho, started under the Governor's Broadband Task Force and Digital Divide Committee. The Broadband Task Force and Digital Divide Committee worked to identify gaps in Idaho's broadband infrastructure and supported efforts to improve access. For LEAs operating in a hybrid environment, the maintenance of in-person learning was further focused on students for whom online learning would be the most disruptive. NAEP school survey results indicate that Idaho educators were able to prioritize maintaining in-person instruction for traditionally at-risk student groups, including English learners, children with disabilities, and students experiencing homelessness. Many schools also targeted in-person learning for students in lower grades, for whom online learning could be more difficult.

Teacher preparation

Another key strategy was ensuring educators were sufficiently prepared to provide effective instruction online, whether in a hybrid or fully-remote environment. The Department along with other stakeholders like the Idaho Digital Learning Academy, offered trainings on virtual classroom strategies and distance education resources, including those contributed by educators and school personal from around the state. The Department also introduced remote assessment options to help teachers gather ongoing data from formative assessment processes, interim assessments, and progress monitoring tools to help educators track student outcomes and refine teaching and learning strategies.

Although many LEAs in Idaho modified their operating status multiple times during the year to respond to the existing public health situation, by the spring of 2021 there was a consistent trend towards offering in-person instruction. As of May 13, 2021, among 115 traditional school districts, 108 were in person, eight were hybrid and zero were fully online or closed.

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

Response:

Using data to target student needs

The foremost challenge for students and schools across Idaho is continuing to identify and employ effective strategies for assisting students who experienced unfinished learning. Statewide data on summative assessments in English Language Arts/Literacy and Mathematics and several other metrics are not yet available, but results from Idaho's fall early reading assessment indicated around a five-percentage point reduction in the share of kindergarten through third grade students reading at grade level from the year prior. Idaho is awaiting spring data from this early reading assessment to determine whether ongoing disruptions caused by COVID-19 further increased that performance gap relative to previous cohorts or if local education agencies were able to narrow it through instruction and specific intervention strategies during the year. Additional assessment results from available formative and summative assessments and end-of-year data on course enrollment, course grades, and other metrics will help districts and schools identify academic priorities. The state will help LEAs develop strategies to analyze intervention priorities outside of the academic context, such as student social/emotional health and economic need, which may have changed based on the ongoing COVID-19 disruptions.

Re-connecting with students

As part of that process, one additional challenge is supporting students who have not maintained consistent contact with the educational system during the past school year. These students may not have assessment data to identify their academic needs and, in some cases, may not have current connections to their district or school. Idaho's overall K-12 enrollment fell by several thousand students from the previous school year and some districts' enrollment fell by over five percent. LEAs will continue their efforts to identify and support any "missing' students as well. All of these results will determine priority focus areas for learning during the summer and next fall.

3. Identifying Needs of Underserved Students: Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:

   i. Students from low-income families,
   ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
   iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
   iv. English learners,
   v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
   vi. Students experiencing homelessness,

vii.   Children and youth in foster care,
viii.   Migratory students, and
 ix.   Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,[1] chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Response: The three core priorities for Idaho throughout the rest of this school year and school year 2021-2022 are continuing efforts to improve broadband access, addressing the academic impact of unfinished learning, and addressing the social, emotional, and mental health needs of students. These general areas of focus are the same for all students, but interventions will focus on the specific needs for each group.

Improving Broadband Access

As indicated above, the Broadband Task Force and Digital Divide Committee have engaged in efforts to identify and address gaps in Idaho's broadband infrastructure. To improve equity in resources that support student learning, all students needs internet access and appropriate technology in order to engage in research and complete homework, and when necessary or preferred, to participate in online or hybrid learning. While improvements have been made, additional work is needed, particularly for students experiencing socioeconomic or housing challenges, and those in rural and remote communities. The Board / SEA is engaged on these committees and state agencies are engaged in ongoing discussions and work to identify appropriate next steps to address remaining broadband and technology gaps.

Addressing Unfinished Learning

At this point in time, Idaho has limited statewide data to quantify the impacts of unfinished learning due to the pandemic. As indicated in Section D of this plan, the Accountability Oversight Committee (AOC), an ad-hoc committee of the Board / SEA, will be working with the Department to gather and analyze appropriate data. Preliminary information suggests that the specific academic consequences of unfinished learning due the COVID-19 pandemic vary by student group in ways that should inform intervention efforts. As an example, the fall statewide early literacy

---

[1] For the purposes of the plan, "academic impact of lost instructional time" refers to "learning loss" experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

assessment data indicates that the percentage of students from low-income families reading at grade level fell more from 2019 to 2020 than the statewide whole (5.7 percentage points compared to 5.1 percentage points). Similar patterns were seen among many, but not all, traditionally underserved groups, highlighting the need for targeted support. The Board / SEA has reviewed this data, as well as national data regarding the impacts of the pandemic, and has considered anecdotal evidence received from LEAs. Based on this combined information, the Board / SEA has tentatively identified priorities for addressing unfinished learning in our state: early English language arts / literacy skills (K-4), middle grades mathematics (4-9), and credit completion and course recovery for high school. The Board's / SEA's staff will work with the AOC and the Department to conduct an analysis of the state's data to confirm if these areas are those with of greatest need. Once the priority areas are confirmed, the Board / SEA and Department will communicate them to LEAs and will provide professional development and resources to support LEAs in addressing them.

To fully understand and address unfinished learning, the Board / SEA and Department are also reviewing attendance and chronic absenteeism data in order to identify and support students who have or continue to miss substantial instructional time.. Current data on chronic absenteeism for school year 2020-2021 also highlights disparities by student group. For instance, mid-year results indicate that nearly 12 percent of Hispanic students were identified as chronically absent upon exiting school, which was nearly double the rate among white students. An outline of all data to be considered by the AOC is included in Section D.

Addressing Social and Emotional Challenges

The Board / SEA and the Department recognize that the pandemic has had an impact on the social, emotional, and mental health of students and educators. While we are still gathering data to better understand these issues, initial data from the 2020-2021 student engagement survey indicate that the social emotional impacts of the pandemic may have been more substantial for students in certain subgroups. As an example, the statewide student engagement survey administered to students in grades 3-12 in February and March, 2021, showed a substantially higher percentage of students with disabilities categorized as disengaged in the behavioral, cognitive, and emotional domains when compared with students without disabilities. More comprehensive data will become available at the end of this school year, allowing Idaho to enter the summer and the 2021-2022 school year with detailed information disaggregated by student group.

Table A1. *This table will be populated when data is available in summer 2021.*

The types of data disaggregated by the student groups below will include assessment results, graduation rate, go-on rate, course grades, and other metrics discussed above, including the extent of the ongoing digital divide. These data will provide critical information about how to best support traditionally underserved groups, such as Native American and Hispanic students. Idaho anticipates the majority of data used

for this analysis will be gathered through already established collection methods and will not require additional data submissions from LEAs.

Student group	Highest priority needs
Students from low-income families	Available summer 2021
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	Available summer 2021
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Available summer 2021
English learners	Available summer 2021
Children with disabilities	Available summer 2021
Students experiencing homelessness	Available summer 2021
Children and youth in foster care	Available summer 2021
Migratory students	Available summer 2021
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	Available summer 2021

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

   Response: To support LEAs, the Department will provide both recorded and in-person trainings on using existing reporting tools to identify the academic and social/behavioral impacts of the COVID-19 disruptions. These trainings will address strategies for appropriately using existing data systems for our statewide assessments (interim and summative) in English Language Arts/Literacy and Mathematics, the statewide early literacy assessment (formative and summative), the English learner assessment, the student engagement survey, and graduation rates. The Department will advertise these training opportunities through newsletters, webinars, and direct outreach to LEA stakeholders. The AOC will review and analyze data in the Student Achievement Report (created by the Department), which will include a focus on g the effects of COVID-19 on students across Idaho across myriad metrics, including opportunity to learn, statewide achievement tests, the state's early reading assessment, attendance, and enrollment. These results will be disaggregated by both student and school characteristics. The Department will also produce this report at the LEA level to help stakeholders contextualize their results and inform ongoing intervention efforts. Upon request, the state will provide LEAs with custom data reports targeted to their specific priorities. Of particular concern are schools previously identified for support and improvement. The Department will provide customized tools and reports to ensure these schools have ongoing support for their improvement efforts and that this year's

disruptions do not derail their progress in improving overall outcomes and narrowing achievement gaps.

5. <u>School Operating Status</u>: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:

    i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:

        a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;

        b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and

        c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

Response: Throughout the 2021-2022 school year, the Department employed several approaches to track operating status. At the start of the year, staff monitored district websites and reported the listed status. However, the data were not always completely accurate because district websites did not always reflect operating status changes and the process for manually reviewing websites sometimes took several weeks to complete. In January and February 2021, staff contacted all districts by phone and email to obtain their correct operating status. Since that time, staff have continued to follow up regularly based on anticipated changes. This manual approach was necessary because Idaho does not have a single, unified system for tracking district or school operating status.

Enrollment and attendance, disaggregated by student group, have been collected regularly throughout the year via the state's K-12 longitudinal data system. LEAs submit information to the state via this system in October, November, December, March, May, at the end of the school year in June, and in September to cover the summer period. These attendance and enrollment data can be merged with the operating status information via the state's unique LEA identification number.

Idaho's longitudinal data system also includes information on instructional setting for each course in which a student participates. The available instructional settings can delineate between in-person instruction, synchronous online instruction, and asynchronous online instruction. However, these data are not captured at the individual student level, so a hybrid course would be identified with a single setting while

individual students might be participating either in-person or remotely. Furthermore, the setting may have changed at different times during the year without those updates being reflected in the data LEAs provide to the state.

    ii.   The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

Response: Please see the tables in Appendix A for the data described in A.5.i.a and A.51.b. Using the most current mid-term average daily attendance (ADA) figures in Idaho to address item A.5.1.c, the ADA by operational status is as follows: Remote or online only = 8,837; Hybrid = 126,126; and Full-time in-person instruction = 168,123. All data will be made publicly available on the State Department of Education website (sde.idaho.gov) by June 21, 2021 and will be updated regularly.

    iii.   To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

Response: The Board / SEA expects that nearly all traditional LEAs will offer in-person instruction during Summer 2021 and the 2021-2022 school year, with the exception of fully virtual charter schools. However, within traditional LEAs, we anticipate that some districts will continue to offer online school options that they created during the 2020-2021 school year. The Board / SEA and Department will explore options for capturing more detailed and accurate instructional methodology information. In making this decision, the Board / SEA will weigh the benefits of any new data collection against the additional time and effort necessary for LEAs to report this information. The state will track any available operating status information and report enrollment by student group on the State Department of Education website.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1.   <u>Support for LEAs</u>: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:

i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention ("CDC") for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

Response: The Board / SEA approved Idaho Back to School Framework (Framework) 2020, Appendix I, (https://boardofed.idaho.gov/resources/idaho-back-to-school-framework-2020) provides expectations, guidelines and best practices to ensure a safe and successful school environment. This document was most recently updated on October 21, 2020, and will continue to be updated by the Board / SEA as necessary to remain current with changes to state and federal guidance. The Framework is a collective effort by the Idaho Governor's Office and the Board / SEA. The Framework was developed and recommended for Board / SEA approval by a work group made up of representatives from the Department of Education, the Department of Health and Welfare, the local public health districts, and LEAs. This guidance document addresses each of the mitigation strategies listed in the table below. For reference, the corresponding pages from the Framework 2020 have been provided for each mitigation strategy in the table below.

In addition to the guidelines provided in the Framework 2020 related to the appropriate accommodations for children with disabilities, the Department also distributed a 53-page document that dove deeper into the guidance on this particular topic. The "Guidelines for Providing Special Education Services During the COVID-19 Pandemic" is the Board's / SEA's detailed guidance to support districts in meeting the needs of students with disabilities (https://www.sde.idaho.gov/coronavirus/sped/SPED-COVID-19-Q-A-06-03-2020.pdf).

The Board / SEA also distributed a separate guidance document specific to the wearing of masks in our schools (https://www.sde.idaho.gov/re-opening/files/COVID-19-School-Mask-Guidance.pdf).

Complete the table below, adding rows as necessary, or provide a narrative description.

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	*p. 9, 12, 31*
Physical distancing (e.g., including use of cohorts/podding)	*p. 7, 8, 10-13, 31*
Handwashing and respiratory etiquette	*p. 9, 29-31*
Cleaning and maintaining healthy facilities, including improving ventilation	*p. 9, 29-31*
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	*p. 7-10*
Diagnostic and screening testing	*p. 9- 11*

Mitigation strategy	SEA response
Efforts to provide vaccinations to educators, other staff, and students, if eligible	*The State Department of Education is not involved in the effort to provide vaccinations.*
Appropriate accommodations for children with disabilities with respect to the health and safety policies	*p. 13, 23, 24, 26- 28*

    ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

Response: In the late Summer of 2020, each LEA was required to develop a local plan. With input from the local public health district or other health experts, each LEA developed a plan that outlined their operations, including how it would respond to disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. The Board / SEA staff verified that each LEA plan had been drafted, vetted, and adopted by the local school board. It is anticipated that districts will update these plans for the upcoming school year through the Safe Return to In-Person Instruction and Continuity of Services Plan. By May 2021, most Idaho brick-and-mortar LEAs had reopened and returned to full-time, in-person instruction.

During the 2021 legislative session, the Superintendent of Public Instruction introduced and sponsored House Bill 175 ([https://legislature.idaho.gov/wp content/uploads/sessioninfo/2021/legislation/H0175.pdf)](https://legislature.idaho.gov/wpcontent/uploads/sessioninfo/2021/legislation/H0175.pdf), which was signed into law later in the session. Beginning July 1, Idaho law will require, "to the greatest extent possible and where safety requirements can be developed by the school district or public charter school, an in-person instruction option will be made available to students." This new law prioritizes in-person instruction for our traditional brick and mortar schools and requires progress monitoring in all required (core) subject areas.

    iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

Response: The state coordinated a network of statewide task forces to inform aspects of prevention, mitigation, response, and recovery from the pandemic events and effects. Federal resource coordination and information flow was primarily accomplished through federal and state agency representatives in the task force environment. The primary vehicle for guidance and information to individual LEAs was through regular webinars with Idaho public school administrators and staff, the Idaho Superintendents Network, the Idaho School Boards Association, and formal policy guidance from the Board / SEA and the Department. LEAs were incorporated into technical working groups with Education Liaisons through the 7 Public Health Districts (PHDs) as well

as county Emergency Managers to support regional and local decision-making and resource requests. These technical working groups assisted in determining critical information and process development related to screening, testing, essential worker testing, community situational awareness and healthcare resource allocation specific to the education environment. This coordination pattern from federal partners to statewide task forces to local technical working groups and ultimately to the local governing body comprised the primary support structure for coordination and guidance throughout the preparation and response phase of operations.

    iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

Response: The Department will continue to hold informational webinars for LEA administrators and staff to provide ongoing and uninterrupted support for their needs in responding to COVID. The Department will facilitate the Idaho Superintendents Network, a professional learning community that works with superintendents across Idaho's LEAs. These monthly gatherings allow for direct and timely communication with district administrators, providing information that will facilitate nimble transitions in instruction delivery throughout the highly dynamic environment the pandemic has created in our schools. The Governor's Office convened a K-12 Emergency Council made up of superintendents representing each educational region of the state, charter school representatives, and State Board of Education members. This group continues to meet to identify issues, share information and inform LEA's in the regions. The Board / SEA will update and maintain the relevant guidance documents described in our responses in Section B.1.i-iii. The Board / SEA will continue to maintain and update a primary webpage focused on COVID resources that support Idaho schools in the year ahead, and the Department will maintain the pandemic resource page located on the its website. A link to the state coronavirus resource website is available here, https://coronavirus.idaho.gov/resources-for-schools/. Additionally, the Department will continue to offer professional development opportunities to support educators in implementing instructional practices and programs to address the academic impact of unfinished learning and the social and emotional challenges created by COVID-19. Efforts to address social and emotional impacts include a statewide professional development activity, the Idaho Prevention and Support Conference, for all K-12 educators to learn about school safety and prevention support programs. This event most recently occurred in April of 2021, with more than 800 Idaho educators in virtual attendance. The Department will be offering this opportunity again in the Spring of 2022. Further, the Idaho Rural Education Association has as their mission to expand the quality of learning and educational opportunities in rural schools and communities. Partly in response to the COVID-19 pandemic, this association offers a resource list of mental health providers who will travel to rural and remote locations throughout the state to support the emotional and mental health needs of students.

2. <u>Safe Return to In-Person Instruction and Continuity of Services Plans</u>: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the

ARP ESSER funds published in the Federal Register and available at https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:

i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;

ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;

iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),[2] and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and

iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

Response: In October 2020, LEAs posted a Back-to-School Plan on their website or made them available through their district offices, which was verified by Board / SEA staff. This was five months prior to the enactment of ARP ESSER. A checklist form (see Appendix E) by which LEAs can compare their original plan and the ARP Act ESSER LEA plan requirements will be made available. This checklist may be used for LEAs to verify their existing plans meet Federal requirements and identify any amendments they will need to make to come into compliance. LEAs whose Back-to-School plan included input from stakeholders and is publicly available on the LEA's website as identified under Sec. 2001(i)(1) and (2), but does not address all the requirements of the April 22, 2021 Federal Register, will have until November 24, 2021 (6 months after May 24, 2021) to revise and post its plan. Any LEA whose Back-to-School plan does not meet the requirements under Sec. 2001(i)(1) and (2) will have 30 days within receipt of the funds to develop and make publicly available a Safe Return

---

[2] ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

plan that meets statutory requirements (August 1, 2021). All LEAs must complete the Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021. Department staff will visit each LEA website for these documents beginning August 2, 2021. Technical assistance and support will be provided, as needed, for any LEA that does not meet the minimum statutory requirements, which includes meaningful stakeholder input. For a copy of the Safe Return to In-Person Instruction and Continuity of Services Plans Checklist, see Appendix E.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
     i.   students;
    ii.   families;
   iii.   Tribes (if applicable);
    iv.   civil rights organizations (including disability rights organizations);
     v.   school and district administrators (including special education administrators);
    vi.   superintendents;
   vii.   charter school leaders (if applicable);
  viii.   teachers, principals, school leaders, other educators, school staff, and their unions; and
    ix.   stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

   The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

   Response: As soon as Idaho received the ARP ESSER State Plan template on April 22, 2021, the Department staff met several times to identify team leads for each section of the plan and to develop a core stakeholder list for initial communication. On May 5, 2021, a letter went out from the Department's Chief Deputy Superintendent to stakeholders. The letter invited stakeholders to provide input into Idaho's ARP ESSER Plan, included the timeline for developing and submitting the Plan, and provided a process for stakeholders to identify sections of interest. The same communication was sent out again May 7, 2021 from the Department's Deputy Superintendent of Communications and Policy.

Team leads scheduled meetings for their sections between May 10-May 18, 2021, and invited interested stakeholders to participate. The opportunity to collaborate was communicated to a variety of stakeholders including superintendents, Board / SEA staff, Governor's Office staff, Division of Financial Management staff, Legislative Services Office staff, Idaho Association of School Administrators, Idaho School Boards Association, Idaho Education Association, LEA business managers, Nez Perce Tribe Education Director, Idaho Business for Education, Idaho Association of Commerce and Industry, Bluum, Idaho PTA Association Board, and the Department's directors of Special Education, Indian Education, Certification, Student Engagement and Safety Coordination, Assessment and Accountability, and Federal Programs.

Additionally, Superintendent of Public Instruction Sherri Ybarra is currently accepting applications through June 25, 202,1 for a new Student Advisory Council. This statewide panel will include representation from students in grades 2 – 11 from different backgrounds, cultures, and school size. Through this council, Idaho students will have an opportunity to share their voices on important educational topics, including the Idaho ARP ESSER SEA State Plan implementation. This group will meet quarterly either virtually or in person.

A link to the first draft of Idaho's ARP ESSER State Plan was published on the State Department of Education's website (www.sde.idaho.gov) from May 21– June 1, 2021 for public review. Sixteen individuals and organizations provided input on the draft Plan posted on the Department's webpage. These stakeholders represented district administrators and business managers, a retired counselor, local school board member, a grandparent, United Way, College of Idaho, New Classrooms, and interested citizens. Stakeholder input included support and gratitude in using part of the ARP ESSER State Set-Aside Reserve 3% for LEAs who do not receive Title I-A allocations. Support for Innovation Zones to address unfinished learning was promoted by New Classrooms. Support was expressed for using the State Set-Aside Reserve for students with unique needs such as those students who are homeless, migratory, English Learners, or with disabilities. Several stakeholders described support for using full-service community-based afterschool and summer enrichment providers as a valuable resource and partner to schools in addressing the academic, social and emotional needs of students. Support for using chronic absenteeism as a measure for identifying students was included. There was some confusion expressed about the two LEA plans and the need for approval by the local school board prior to submission to the State Department of Education. Support was also expressed for additional educator professional development for social emotional health and positive behavioral interventions and supports (PBIS) as well as the importance of good nutrition and feeding children at school. All feedback documentation is on file with the Department.

The Board's / SEA's Accountability Oversight Committee (AOC) met May 27, 2021 to read the draft plan and make comments. This feedback was provided to the Department on June 1st and the input was incorporated into the final draft.

A stakeholder feedback review committee was convened on June 2, 2021 to review the public comment feedback and make recommendations for changes to the plan. Twenty

seven participants representing the Idaho Educators Association, LEA administrator, Charter Commission, Board / SEA, Idaho School Boards Association, Idaho Business for Education, Idaho Association of Commerce and Industry, Idaho legislators, Bluum, Idaho Hispanic Commission, Idaho Division of Financial Management, Education Northwest REL and Comprehensive Center 17, and the Department's executive staff and directors from the Indian Education, Special Education, Assessment and Accountability, Certification, and Federal Programs departments discussed the comments and provided suggestions for plan revisions. The final version of the Idaho ARP ESSER State Plan submitted to the State Board of Education / SEA for consideration and submittal to the U.S. Department of Education reflects discussions from this meeting.

The Board/ SEA met June 15, 2021, to review and approve Idaho's ARP ESSER State Plan and delegate submittal of the plan by the SEA's representative to the U.S. Department of Education.

In addition to the stakeholders represented in the development of Idaho's plan, Idaho will engage representation from two additional vulnerable populations of students: advocates for students in the foster care system and advocates for children and youth incarcerated in the juvenile justice system. The number of students in the foster care system fluctuated between 1,800 and 1,900 during the 2020-2021 school year, and approximately 5,000 students were served in Neglected or Delinquent facilities during this same period. The Board / SEA is committed to both of these underserved populations. The State Department of Education's Foster Care liaison works closely with LEAs to ensure students are provided transportation to their school of origin when it is determined to be in their best interest. Additionally, quarterly meetings are held between the State Department of Education staff and Health and Welfare Family and Children Services Division to develop practices, procedures and policies to support K-12 students in the foster care system. The State Department of Education's Foster Care Liaison also participates in the U.S. Department of Education and American Bar Association Foster Care Community of Practice. This group assists other states working to strengthen their foster care processes. Idaho's Title I-D Coordinator is a member of the Idaho Juvenile Justice Commission / State Advisory Group and participates in quarterly meetings where specific needs related to justice-involved youth are discussed.

Moving forward, Department staff will continue to provide weekly ESSER reports on its website, updates on the implementation of the state's ARP ESSER State Plan to the Board / SEA, and quarterly virtual/in-person updates to the public. As the Idaho ARP ESSER State Plan is implemented, the Board / SEA and Department of Education staff will continue to invite and engage all stakeholders including representation from students, families, tribes, civil rights organizations, including the Hispanic Commission, school staff, district administrators, special education administrators, charter school leaders, as well as advocates for children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and any other identified underserved students.

Additional stakeholders include associations connected with education such as the PTA Association Board, staff from the Governor's office, business, commerce and industry leaders, and Board / SEA and State Department of Education staff.

2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:

    i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

Table C1.

Funding Source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
CARES Act ESSER I: $47,854,695 Idaho allocated 100% of its ESSER I funds, including the State Set-Aside Reserve to LEAs.	LEA: $43,069,226 total See Appendix F for LEAs' Reimbursement by Category	Idaho does not collect LEAs' future/planned uses of funds.
	$3,785,469 – LMS/Blended Learning	
	$1,000,000 – SEL activities	
CARES Act GEER I:	$1,036,000 –funds to Career Technical Ed for PD to teachers	Idaho does not collect LEAs' future/planned uses of funds.
	$742,000 – funds to Career Technical Ed for PD to teachers	
	$3,813,800 – funds to Idaho Digital Learning Alliance	
	$839,700 – funds to Idaho Public Television	
	$368,250 - STEM	
	$25,000 – Building Safety	
CRRSA Act ESSER II: $195,890,413	LEA: $176,301,372 total discretionary flow through. The Governor signed the supplemental appropriation into law May 10, 2021 and LEAs received access to half of these funds May 20, 2021 and the remaining funds July 1, 2021, per the legislature. Data on how LEAs spend these funds are not yet available.	100% of the State Set-Aside Reserve has been obligated. There are no additional planned uses of funds at the state level. The state does not collect LEAs' planned uses of funds.

	SEA: $19,589,041 total $11,851,302 – allocations to LEAs who do not receive a Title I-A allocation and low funded ESSER II LEAs $300,000 – administration costs $6,137,700 – HB22 $1,300,000 – Content and Curriculum Digital Tech	
CRRSA Act GEER II: $6,857,039	These funds have not been obligated yet.	

Response: In addition to the GEER funds, the Governor approved the funding request of the Board / SEA for flowthrough grants to LEAS administered by the Department:

- $99 M Special Distribution,
- $24,920,000 Blended Learning for devices, connectivity, professional development, assistive technology and a learning management system
- $1,000,000 for Technology for 60 LEAs with high poverty needs
- $1,000,000 for LEAs that did not receive a Title I-A allocation.

ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

Response: CARES Act ESSER I funds were awarded to LEAs on June 24, 2020. The Board / SEA allocated 100% of its 10% State Set-Aside Reserve to LEAs for LMS/Blended Learning and SEL activities. The Board / SEA and Department do not track LEA obligations, only reimbursements. In Idaho, Federal funds are subject to legislative appropriation. Governor Little signed the supplemental appropriation for CRRSA Act ESSER II funds into law May 10, 2021. LEAs received access to approximately half of these funds May 20, 2021 and will receive access to the remaining funds July 1, 2021, per the legislature. The 10% State Set-Aside Reserve of $19,589,041 has been obligated by the Board / SEA:
- $11,851,302 – allocations to LEAs who did not receive a Title I-A allocation and low funded ESSER II LEAs
- $300,000 – administration costs

The legislature approved:
- $6,137,700 – HB22 – an additional appropriation based on increased attendance for two Charter LEAs
- $1,300,000 – Content and Curriculum Digital Tech ($1,000,000 must be used for research-based programs to assist with the instruction of students with non-English or limited-English proficiency for learning loss while $300,000 may be used by the Department to contract for services that provide technology education opportunities and/or information technology certification to students and faculty that prepare students for college, career, or the workplace.

Idaho does not track LEA obligations.

    iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 ("ESEA"), IDEA, Workforce Innovation and Opportunity Act ("WIOA"), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.[3]

Response: LEAs are highly encouraged to coordinate and leverage all their Federal funds, including ESEA, IDEA, McKinney-Vento Homeless Assistance Act, and child nutrition funds, to meet the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic as they plan for the safe return to and continuity of in-person instruction.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. <u>Academic Impact of Lost Instructional Time</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:

    i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

---

[3] Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is <u>in addition to</u> the supports and services provided with ARP ESSER funds.

In an effort to level the playing field for small, rural districts, the Board / SEA will use 2.5% of the state reserve funds, as outlined in Section D.4. Emergency Needs, to provide funds to the Bureau of Educational Services for the Deaf and the Blind and LEAs who are receiving little to no funding through the ARP ESSER LEA funds, as distributed based on the Title I formulas. No other state reserve funds will be distributed to LEAs. Please see Section D.4. Emergency Needs for additional details regarding distribution of state reserve funds to LEAs.

The Board / SEA will use the state reserve funds to address the impact of lost instructional time, through the following three targeted activities.

Data Systems, Research and Monitoring

The Board / SEA will use state-level funds to support expanding data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the state and LEAs. This will include costs to program the state longitudinal data system to support expanded data collection and costs related to analysis and research, including engaging with contractors as needed. A primary focus of this work will be ensuring we have research and data systems capacity to accurately identify students disproportionately affected by the pandemic, including research on the impact on each of the student groups listed in A.3.i.-viii. Funds used for collecting, researching and monitoring the impact of loss instructional time and the impact of evidence-based interventions that support learning loss will be tracked separately from state-level funds designated for other purposes such as evidenced based summer learning and enrichment programs and evidenced based comprehensive afterschool programs. The use of funds will be tracked to assure they are only expended for allowable uses.

The Accountability Oversight Committee (AOC), an ad hoc committee of the Board / SEA, will review data related regarding the effectiveness of the state's implementation of the ARP ESSER Plan no less than two times per year. Based on this analysis, the AOC will make recommendations to the Board / SEA regarding any adjustments that should be considered to improve the use of funds or implementation. The data that will be included in the AOC's annual report is provided romanette ii below. The analysis will include a focus on the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii. In addition to the data outlined in romanette ii below, the AOC will review the state's interim assessment data. As a part of the Idaho's suite of standardized assessments, the Idaho Standards Achievement Test by Smarter Balanced includes the Smarter Balanced Interim Assessments. The Smarter Balanced Interim Assessments are provided at no cost to LEAs, and between 30% and 40% of the state's LEAs have used them in recent years as a part of progress monitoring and/or formative assessment. Moving forward, the Board / SEA will continue to strongly encourage LEAs to

use the Interim Block and Focused Interim Block assessments throughout the year and the Department will provide professional development and communications to support LEAs in effectively using them. The AOC will review a sampling of the Smarter Balanced Interim Assessment data midyear to monitor progress and attempt to identify LEAs that are demonstrating success in accelerating student learning. The AOC recognizes the limitations of the interim assessment data and will take care in making interpretations and using the data.

Statewide Tools to Address Unfinished Learning

The Board / SEA has reviewed national data regarding the impacts of the pandemic and has considered anecdotal evidence received from LEAs has tentatively identified priorities for addressing learning gaps in our state: early English language arts / literacy skills (K-4), middle grades mathematics (4-9), and credit completion and course recovery for high school. The Board / SEA will be conducting an analysis of the state's data to confirm if these areas are those with the greatest need. Once the priority areas are confirmed, the Board / SEA and Department will communicate them to LEAs and will provide professional development and resources to support LEAs in addressing them.

The Board has created the Unfinished Learning Work Group, and has tasked the Unfinished Learning Work Group with identifying evidence-based tools for statewide use. The Unfinished Learning Work Group will work with the Board / SEA to develop specifications for resources and tools to be purchased through a statewide contract using ARP ESSER state reserve funds. These evidence-based tools will be provided to all LEAs for their use in support of accelerated learning. Once the evidence based practices have been identified the state plan will be updated to include the specific evidence based practices.

Professional Development

The Board / SEA will use state reserve funds to provide professional development to LEAs, including administrators and teachers. Professional development will be focused on: a) using data to identify gaps in student learning caused by unfinished learning, with an emphasis on identifying students disproportionately impacted by the pandemic; and b) implementing accelerated learning strategies to address those gaps. Such strategies may include high-dosage tutoring, extended learning time interventions (during or before/after school), acceleration academies (focused instruction in one subject during vacation breaks), with an emphasis on ensuring strategies are tied closely to classroom content (and aligned to the state content standards) and designed to meet the needs of their local student populations.

In addition to strategies focused on addressing disrupted learning, the Board / SEA will use state reserve funds to provide professional development to LEAs

regarding using ARP ESSER funds to increase resources available to students and families to meet students' social, emotional, and mental health needs and will strongly encourage LEAs to set aside funds for this purpose. The Idaho Rural Education Support Network and Idaho Digital Learning Academy have gathered a list of social, emotional, and mental health resources, and the Board / SEA and Department will partner with them to distribute the list to all LEAs. LEAs will be required to indicate how they are addressing these needs in their Use of Funds Plan, as outlined in Section E.

ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

Idaho's previous assessment data has demonstrated gaps between subgroups of students and their peers, including students from low socioeconomic backgrounds, those receiving special education services, English Learners, and students from diverse ethnic backgrounds. The Board / SEA is committed to determining the extent to which these gaps have been exacerbated by the pandemic. As previously indicated, the Board / SEA has reviewed national data related to the impacts of the pandemic and has engaged in preliminary discussions regarding prioritizing efforts to address learning gaps. However, the Board / SEA is looking forward to reviewing Idaho's data to determine if the national trends related to learning gaps and disproportionate impact hold true in our state. As outlined in Section D1.i., above, the Board / SEA will use state reserve funds to support expansion of our data and research capacities to ensure we have an accurate understanding of the student groups disproportionately affective by the COVID-19 pandemic. The Board / SEA has tasked the AOC with reviewing the data and reporting to the Board. An emphasis of the AOC's analysis will be the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii.

The statewide data to be used to determine the disproportionate impact of the pandemic on certain groups of students will be compiled by the Department annually into Idaho's Student Achievement Report. The Student Achievement Report will be analyzed by the AOC, and the committee will provide recommendations to the Board regarding policies and strategies that need to be adjusted to address student needs and improve achievement. The majority of the data to be included in the Student Achievement Report is already collected by the state; however, the Department and the AOC will be comparing and analyzing the data in new ways in order to identify students disproportionately impacted by the pandemic. The 2022 Student Achievement Report will include the following data:

- Opportunity to Learn Survey Results
- Longitudinal representation of cohort performance on state standardized assessments, including the Idaho Standards Achievement Test and the Idaho Reading Indicator
- Comparison of performance on the state standardized assessment by student subgroups (low socioeconomic, special education, English learners, homeless, migrant, and foster).
- Comparison of performance on state standardized assessment by locale designation (rural vs. urban)
- Comparison of performance on state standardized assessment by attendance
- Comparison of graduation rates by student subgroups and by attendance
- Comparison of secondary student grades (with a focus on failure grade rates) by student subgroups and by attendance
- Comparison of Go On rates by student subgroups

As outlined in Sections A and E of this plan, the state will distribute the AOC's Annual Report, including the Student Achievement Report to all LEAs. The Board / SEA will use state reserve funds, as outlined in Section D1.i. above, to provide professional development to support LEAs in conducting similar analyses of their LEA-level data. The Board / SEA and Department will encourage LEAs to consider other locally available data, such as benchmark and formative assessments and teacher feedback, that they may use to identify and support students disproportionately impacted by the pandemic. Further, the professional development provided by the state will include information regarding how to use accelerated learning strategies to address the needs of students disproportionally impacted by the pandemic, including how strategies can be adjusted to target the student groups listed in A.3.i.-viii. LEAs will also be provided with evidence-based tools purchased by the state to address the needs of all students, with an emphasis on those disproportionately impacted by the pandemic. Such strategies may include high-dosage tutoring, extended learning time interventions (during or before/after school), acceleration academies (focused instruction in one subject during vacation breaks), with an emphasis on ensuring strategies are tied closely to classroom content (and aligned to the state content standards) and designed to meet the needs of their local student populations.

Finally, the Board / SEA will require LEAs to indicate the evidence-based strategies they will use to address the needs of individual students, including students within subgroups disproportionately impacted by the COVID-19 pandemic, in their Use of Funds Plans, as outlined in Section E.

iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Board / SEA will review the AOC's Annual Report, which will include an analysis of data comparing the performance of students on statewide standardized assessments based on their enrollment (movement between LEAs) and attendance, including those identified as chronically absent. Professional development will be provided to LEAs regarding use of the statewide data and how they can conduct similar analysis at the LEA level. LEAs will be guided to use their attendance and absenteeism data to identify students who missed the most instruction during the 2019-2020 and 2020-2021 school years, and those whose attendance is problematic during the 2021-2022 school year. To support LEAs in addressing the needs of students who missed substantial instruction, professional development will be provided to LEAs regarding how they can use a tiered system of support to improve student attendance and engagement. The tiered system of support will be based on resources available through AttendanceWorks, as previously recommended to the Board by the Accountability Oversight Committee.

The Board / SEA will offer LEAs with no or low formula-based allocations and those who use their LEA-level ARP ESSER funds and have exhausted other funding sources, but still need additional funds to implement the tiered system of support, the opportunity to apply for funds from the state.

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

    i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

    As previously indicated, the Board / SEA will use 2.5% of the state reserve funds, as outlined in Section D.4. Emergency Needs, to provide funds to the Idaho Bureau of Educational Services for the Deaf and the Blind and LEAs who are receiving little to no funding through the ARP ESSER LEA funds, as distributed based on the Title I formulas. No other state reserve funds will be distributed to LEAs. The Bureau of Educational Services for the Deaf and the Blind and LEAs who receive funds through the Emergency Needs set aside may use those funds for summer learning and enrichment programs. Please see Section D.4. Emergency Needs for additional details regarding distribution of state reserve funds to LEAs.

The Board / SEA will use the state reserve funds for summer learning and enrichment programs in the following ways.

Data Systems, Research and Monitoring

As outlined in Section D1.i. above, the Board / SEA will use state-level funds to support expanding data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the state and LEAs, including summer learning and enrichment programs. Funds used for collecting, researching and monitoring the impact of loss instructional time and the effectiveness of evidence-based summer learning and enrichment programs will be tracked separately from funding used for identifying the effectiveness of evidence based interventions that support learning loss and the effectiveness of evidenced based comprehensive afterschool programs.

Beginning with summer 2021, LEAs will be required to submit data regarding student enrollment and attendance in summer programs. As the state has not previously collected this data, state reserve funds will be used to program the statewide longitudinal data system for this data collection, and to provide training to districts to ensure they collect and report the data correctly. Gathering this data will allow the Board / SEA to conduct an evaluation of the effectiveness of summer programs. The state may utilize the following data points to evaluate the effectiveness of summer programs:
- Comparison of student scores on the spring Idaho Reading Indicator (prior to participation in summer) and the fall Idaho Reading Indicator (after participation) for grades K-3;
- Comparison of students' scores on the spring Idaho Standards Achievement Test by Smarter Balanced and the Smarter Balanced Interim Comprehensive Assessment administered at the end of summer programs for grades 4-8;
- Student grades for secondary students enrolled in specific courses for the purposes of credit recovery; and
- LEA established pre and post test results.

Statewide Tools to Address Unfinished Learning

As described in Section D1.i. above, the Board / SEA will use state reserve funds to purchase evidence-based tools to support accelerated learning. The tools will be made available to all LEAs and may be used by LEAs in summer learning and enrichment programs. The funds reserved under this section will only be used for evidence based summer learning and enrichment programs and shall be tracked separately from funds used for other purposes. Once the evidence based practices have been identified the state plan will be updated to include the specific evidence based practices. The use of funds will be tracked to assure they are only expended for allowable uses. Once identified, the state

plan will be updated to include specific evidence-based summer learning and enrichment programs.

Professional Development and Resource Distribution

The Board / SEA will use state reserve funds to provide professional development focused on evidence-based summer learning and enrichment. Idaho is participating in the Summer Learning and Enrichment Collaborative, and the Board / SEA and Department will gather and distribute resources to LEAs regarding evidence-based approaches to implementing effective summer programs that address students' academic and social, emotional, and mental health needs, with an emphasis on supporting students disproportionately affected by the pandemic. Professional development aligned to these resources will be provided. Evidence-based practices included in the professional development and/or distributed resources could include:
- facilitation by credentialed teachers with content knowledge;
- focus on single-subject intensives;
- use of rigorous curricula aligned to the state content standards and consistent with the curricula used by the LEA during the school year;
- high-quality enrichment experiences; and
- an emphasis on consistent attendance and engagement.

ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

As outlined in Section D1.i-ii., above, the Board / SEA will use state reserve funds to support expansion of our data and research capacities to ensure we have an accurate understanding of the student groups disproportionately affective by the COVID-19 pandemic. The Board / SEA has tasked the AOC with reviewing the data (outlined in D1.ii) and reporting to the Board. An emphasis of the AOC's analysis will be the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii.

The Board / SEA will also use state reserve funds to provide professional development to LEAs to support them in conducting internal analyses to identify students within their LEA disproportionately impacted by the pandemic. The Board / SEA and Department will guide LEAs to use spring data, including statewide standardized assessment results and local assessments, to review the needs of individual students and determine which students should be enrolled in summer programs. The Board / SEA will guide LEAs to provide prioritized enrollment in summer learning and enrichment programs to students in their LEA identified as disproportionately affected by the pandemic.

Idaho is participating in the Summer Learning and Enrichment Collaborative, and the Board / SEA and Department will gather and distribute resources and provide aligned professional development to LEAs, as outlined in Section D2.i. above, regarding evidence-based strategies for meeting students' needs, with an emphasis on targeting strategies to effectively support students disproportionately affected by the pandemic.

iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Board / SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

3. <u>Evidence-Based Comprehensive Afterschool Programs</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

As previously indicated, the Board / SEA will use 2.5% of the state reserve funds, as outlined in Section D.4. Emergency Needs, to provide funds to the Idaho Bureau of Educational Services for the Deaf and the Blind and LEAs who are receiving little to no funding through the ARP ESSER LEA funds, as distributed based on the Title I formulas. No other state reserve funds will be distributed to LEAs. The Bureau of Educational Services for the Deaf and the Blind and LEAs who receive funds through the Emergency Needs set aside may use those funds to implement evidence-based comprehensive after school programs. Please see Section D.4. Emergency Needs for additional details regarding distribution of state reserve funds to LEAs.

The Board / SEA will use the state reserve funds to support implementation of evidence-based comprehensive after school programs in the following ways.

Data Systems, Research and Monitoring

As outlined in Section D1.i. above, the Board / SEA will use state-level funds to support expanding data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the state and LEAs, including after school programs. Funds used for collecting, researching and monitoring the impact of loss instructional time and the effectiveness of evidenced based comprehensive afterschool programs will be tracked separately from funding used for identifying the effectiveness of evidence based interventions that support learning loss and the effectiveness of evidence-based summer learning and enrichment programs. Once identified, the state plan will be updated to include specific evidence-based comprehensive after school programs.

Beginning in the 2021-2022 school year, the Board / SEA will require LEAs to submit data about student enrollment and attendance in before and afterschool programs. As the state has not previously collected this data, state reserve funds will be used to program the statewide longitudinal data system for this data collection, and to provide training to districts to ensure they collect and report the data correctly. The Board / SEA will use statewide standardized assessment data, including interim assessments when appropriate, to compare the performance of students attending before and afterschool programs to their peers who do not attend. The Board / SEA will use state-level funds to support data gathering and analysis, as needed.

Statewide Tools to Address Unfinished Learning

As described in Section D1.i. above, the Board / SEA will use state reserve funds to purchase evidence-based tools to support accelerated learning. The tools will be made available to all LEAs and may be used by LEAs within their after school programs. The funds reserved under this section will only be used for evidence based afterschool programs and shall be tracked separately from funds used for other purposes. Once the evidence based practices have been identified the state plan will be updated to include the specific evidence based practices. The use of funds will be tracked to assure they are only expended for allowable uses.

Professional Development

The Board / SEA will use state reserve funds to provide professional development to LEAs on effective implementation of accelerated learning strategies within the after school environment. Further, the Board / SEA will

strongly encourage LEAs to begin or expand partnerships with non-profits and other community agencies that provide or support before and after school programming, and will ensure LEAs understand that they may use LEA-level funds to support these partnerships. The Board / SEA will require LEAs to report how their before and afterschool programs were created, including if they have engaged in new community partnerships or built upon existing partnerships, and to indicate if the number of available spots in before and afterschool programs has increased using ARP ESSER funds. The SEA will also require LEAs to provide information regarding their efforts to increase attendance and participation in before and afterschool programs (or maintain high attendance if previous data indicates it was already strong).

ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

As outlined in Section D1.i-ii., above, the Board / SEA will use state reserve funds to support expansion of our data and research capacities to ensure we have an accurate understanding of the student groups disproportionately affective by the COVID-19 pandemic. The Board / SEA has tasked the AOC with reviewing the data (outlined in D1.ii) and reporting to the Board. An emphasis of the AOC's analysis will be the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii.

The Board / SEA will also use state reserve funds to provide professional development to LEAs to support them in conducting internal analyses to identify students within their LEA disproportionately impacted by the pandemic. The Board / SEA and Department will guide LEAs to use data, including statewide standardized assessment results, interim assessments, and/or locally-chosen progress monitoring, to review the needs of individual students and determine which students should be enrolled in before and afterschool programs. The Board / SEA will guide LEAs to provide prioritized enrollment in summer learning and enrichment programs to students in their LEA identified as disproportionately affected by the pandemic.

The Board / SEA will use state reserve funds to provide professional development to LEAs regarding implementing evidence-based accelerated learning strategies in after school programs to ensure students' individual learning gaps are addressed, with an emphasis on targeting strategies to effectively support students disproportionately affected by the pandemic.

iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020

and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Board / SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer before and afterschool programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

    The Board / SEA will set aside 2.5% of the total state reserve allocation as the statewide Emergency Needs funds, which will be distributed to LEAs that receive no or low formula-based ARP ESSER LEA allocations based on Title I. Additionally, the Board / SEA will use a portion of the Emergency Needs funds to provide funding to the Idaho Bureau of Educational Services for the Deaf and the Blind, as they have not qualified for allocations, but have students in need of services.

    The Idaho Bureau of Education Services for the Deaf and the Blind and LEAs with no or low ARP ESSER LEA allocations will receive funds through a state established formula. The Idaho Bureau of Education Services for the Deaf and the Blind and LEAs with no or low LEA ARP ESSER allocations will be required to create and submit Use of Funds Plans, as outlined in Section E, to indicate how they will use their funds, including how they will address the academic, social emotional, and mental health needs of students, with an emphasis on students disproportionately impacted by the pandemic, including the student groups listed in A.3.i.-viii and those who missed the most in-person instruction during the 2019-2020 or 2020-2021 school years. The Board / SEA will allow the Idaho Bureau of Education Services for the Deaf and the Blind and LEAs with no or low ARP ESSER LEA allocations to use the funds provided to them to address the impact of lost instructional time, and to implement evidence-based summer learning and enrichment programs, and/or comprehensive afterschool programs, based on the identified needs of their student populations.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:

    i.   The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;

    ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER 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 programs;

    iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and

    iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act 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 and youth in foster care, and migratory students.

    Response: Ensuring LEAs develop high-quality thoughtful plans identifying how they will use their ARP ESSER funds is critical in addressing the significant impact of COVID-19, including keeping schools open for in-person instruction, lost instructional time, and the social and emotional health of both students and staff. The Department has an important role in supporting LEAs in meeting the Federal Register requirements for the ARP ESSER Plan. An LEA ARP ESSER Use of Funds template was developed and will be distributed to LEAs to complete. The Board / SEA expects each LEA's local board of trustees to guide collaborative community efforts to develop their Use of Funds Plans, and is requiring the LEA Plans to be signed by the LEA's superintendent or charter administrator and the president of the LEA's local board of trustees prior to submitting the plan to the Department.   See Appendix H for the LEA

ARP ESSER Use of Funds template. This template requires LEAs to address the impact of lost instruction time on academics, social, emotional, and mental health needs of all students with a targeted focus on the 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 and youth in foster care, and migratory children. Additionally, Idaho requires LEAs to address interventions to support Native American students and Hispanic students experiencing gaps. These underserved population groups are included in the LEA plan template.

Technical assistance and support in developing the plan will be provided to LEAs until all plans are submitted to the state. State support includes an upcoming webinar in June on the four tiers of evidence-based interventions. The Comprehensive Center 17 organized an Idaho team that is currently participating in the Summer Learning and Enrichment Collaborative. This professional learning community supports organizations that are partnering to provide summer programs that engage students academically, socially and emotionally, particularly those students hardest hit by the pandemic. Information is posted on the ARP ESSER webpage at https://www.sde.idaho.gov/federal-programs/american-rescue-plan/index.html , and LEAs are invited to visit the Collaborative website and engage in the series of virtual learning offerings. ESEA Federal Programs coordinators are planning a mini-webinar series later this summer to share specific ideas on how ESSER funds can be used to support the at-risk subgroup populations. This includes students identified as homeless, children and youth in foster care, migratory students, and students in correctional facilities.

LEAs who want to move to a community school model are encouraged. Community schools are an evidence-based framework for coordinating recovery efforts and actively engaging families and partner organizations. The Federal Programs' FACE coordinator is actively involved in supporting LEAs to become community schools. On June 10, 2021, a virtual learning presentation will provide LEAs information on how ESSER funds can support the practical implementation of the community school strategy, ongoing professional development and implementation support. An additional presentation is planned to provide LEAs information on the importance of stakeholder involvement in developing and revising their Back-to-School plans and the LEA ARP ESSER Use of Funds plan.

2. LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:

   i. students;
   ii. families;
   iii. school and district administrators (including special education administrators); and

iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

i. Tribes;
ii. civil rights organizations (including disability rights organizations); and
iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

Response: As part of the LEA ARP ESSER Plan – Use of Funds, LEAs must identify the stakeholder roles providing input, describe the process, including timeline, for involving stakeholders, and describe how the public was given an opportunity to provide input in the development of the plan. Involving stakeholders includes meaningful participation in conversations, discussions, and meetings where plan components are addressed. Examples of obtaining public input could include conducting a public hearing, posting the plan on the LEA's website and soliciting comment, and conducting a survey on sections of the plan. The Department will ensure LEAs are aware of resources available to develop their plan and ensure stakeholder input is included. Staff are currently scheduling a mini-webinar series that includes stakeholder involvement in ESSER use of funds planning and program use of funds for the underserved populations.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:

i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

Response: The LEA ARP ESSER Plan template requires the LEA to describe how it will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being. The Department will review LEA plans for inclusiveness and will provide direct support for LEAs with gaps in their plans. Information from LEA plans will be

used to devise ongoing specific support plans and deliver through existing state support mechanisms.

The Department will collaborate with federal technical assistance providers (e.g., Region 17 Comprehensive Center), to provide professional development and resource support to LEA staff on topics to be determined through analysis of developed LEA plans. It is anticipated, but not limited to, the following topics:

- Acceleration Academies
- Devising and best utilizing additional instructional time
  - Before or After School
  - Additional School Days
  - Summer School
- Common formative assessments
- Early learning (K-4 literacy)
- Extended day partnerships (CBOs)
- Extracurricular Activities
- High-quality tutoring
- Mastery learning/Project-based learning
- Multi-tiered system of supports
- Narrowing standards
- SEL and mental health supports
- Strategic staffing (teacher advocates, advisory, looping)
- Student voice and perception
- Transition supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)
- Four tiers of evidence-based interventions

ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

Response: The Accountability Oversight Committee (AOC) is an ad-hoc committee of the Board / SEA that provides the Board with recommendations related to assessment and accountability. The AOC's annual report is focused on analyzing data and providing recommendations regarding policy and implementation strategies the state can put in place to improve student achievement. For its fiscal year 2022 report, the AOC will be including a special focus analyzing the effects of the COVID 19 pandemic on student achievement, including a review of data to determine if disparate impacts exist between subgroups of students. The Department will compile the data into the 2020-2021 Student Achievement Report, and the AOC will analyze the data and make recommendations to the Board / SEA regarding its use. The data will be distributed to LEAs to improve their understanding of any disparate impacts on student subgroups. Professional development will be provided to LEAs on conducting analysis of local data to identify disproportionately impacted students within their LEA and to support development of appropriate intervention strategies.

iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

    1. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
    2. Students who did not consistently participate in remote instruction when offered during school building closures; and
    3. Students most at-risk of dropping out of school.

Response: The LEA ARP ESSER Use of Funds template includes a section on identifying, re-engaging, and supporting students who have experienced the impact of unfinished learning. These data will be collected from the LEA plan templates and analyzed at the state level to identify the largest gaps. The state will share the information with LEAs, and these data will identify the areas of greatest need which will inform technical assistance and professional development to support LEAs.

4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:

    i. Allocating funding both to schools and for districtwide activities based on student need, and
    ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

Response: In the LEA ARP ESSER Use of Funds template, LEAs must describe how remaining funds will be allocated to schools and for districtwide activities based on student need to support student success both equitably and inclusively. These data will provide a state-level view of where professional development and support is needed. Additionally, the Board / SEA has approved the use of SEA set-aside/reserve fund for LEAs that do not receive a Title I-A allocation and, therefore, do not receive an ESSER formula allocation in recognition of their COVID pandemic needs that require funding to address. As a result, with the ESSER I round of funding, LEAs that did not receive a Title -A allocation received "equitable like" funding from one of the Governor's COVID relief funding sources. With CRRSA Act ESSER II and ARP ESSER, the Board / LEA approved funding these same LEAs using monies from the State Set-Aside Reserve.

In an effort to provide financial transparency, the Every Student Succeeds Act (ESSA) requires public schools to report per-pupil federal and non-federal costs, and for states to collect and publish this information. Idaho reports this information on its report card website at https://idahoschools.org/ under the Non-Academics section of each LEA's

page. The new maintenance of equity requirement under the American Rescue Plan (ARP) will further protect funding levels for those high poverty LEAs and schools.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

   i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.

   Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

   Table F1.

Area	2018-2019 Idaho State Student to Area Ratio*	2019-2020 Idaho State Student to Area Ratio*	2020-2021 Idaho State Student to Area Ratio*
Special educators	24 special education students per special educator	23 special education students per special educator	21 special education students per special educator
Paraprofessionals – special education	11 special education students per special education paraprofessional	10 special education students per special education paraprofessional	11 special education students per special education paraprofessional
English as a second language educators	180 English language students per English as a second language educator	145 English language students per English as a second language educator	129 English language students per English as a second language educator
Paraprofessionals – English as a second language	103 English language students per English as a second language paraprofessional	113 English language students per English as a second language paraprofessional	104 English language students per English as a second language paraprofessional
School counselors	421 students per school counselor 31 out of 176 LEAs had no school counselors	413 students per school counselor 31 out of 180 LEAs had no school counselors	403 students per school counselor 39 out of 185 LEAs had no school counselors
Social workers	5796 students per school social worker	5673 students per school social worker	5822 students per school social worker

Area	2018-2019 Idaho State Student to Area Ratio*	2019-2020 Idaho State Student to Area Ratio*	2020-2021 Idaho State Student to Area Ratio*
	144 out of 176 LEAs had no school social workers	149 out of 180 LEAs had no school social workers	152 out of 185 LEAs had no school social workers
Nurses	1969 students per school nurse 130 out of 176 LEAs had no school nurses	1902 students per school nurse 131 out of 180 LEAs had no school nurses	1825 students per school nurse 135 out of 185 LEAs had no school nurses
School psychologists	1755 students per school psychologist 107 out of 176 LEAs had no school psychologists	1686 students per school psychologist 109 out of 180 LEAs had no school psychologists	1704 students per school psychologist 117 out of 185 LEAs had no school psychologists

*The number for each area is determined by an individual serving in at least one (1) applicable assignment and counts that person as one individual (full or part time), and does not include those who were contracted by outside vendors.

ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

Response: To recruit and retain certificated individuals in the identified shortage areas, the Department will provide the following professional development opportunities which is in alignment with the second recommendation of the Educator Pipeline Subcommittee of the Our Kids, Idaho's Future – Final Report to continue to grow statewide professional development efforts for educators:

- The Department partnered with NNU to develop behavioral health and wellness professional development specific to grade level. For a list of opportunities click here.
- Free Youth Mental Health First Aid twice a month
- Free Suicide Prevention Gatekeeper training, both online and community trainings
- Various workshops on behavioral health and wellness at the annual Prevention and Support Conference
- Various workshops on mental health at Idaho School Mental Health conference, in collaboration with the Idaho School Counselors Association, the Idaho School Psychologist Association, and the Association of Idaho School Social Workers.

- Implementation and technical support for student wellness programs in Idaho elementary, middle, and high schools via Idaho Lives Project and Sources of Strength.
- Management and oversight of the Garrett Lee Smith Grant and the ID-AWARE (Addressing Wellness and Resilience in Education) Grant.
- SEA provides PD for educators with a special education focus throughout the year through the SEA and SESTA. For a list of trainings please see the ITC link at https://idahotc.com/

Idaho LEAs have had access to CARES Act ESSER funds since June 24, 2020. Approximately, half of CARES Act funds have been expended and drawn down from LEAs as of May 3, 2021. For CARES Act ESSER, 25% of these expended funds have been used for salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic.

The Idaho legislature has been given spending authority for CRRSA Act funds, and these budget appropriations were signed into law by the Governor the week of May 10, 2021. These funds are being made available to LEAs in the Grant Reimbursement Application (GRA) program, for which LEAs will have access the week of May 17, 2021.

   iii.   Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

Response: The following are options provided by the Board / SEA to fill areas of need in certified educators for the 2021-2022 school year.

- Three alternative authorization options to allow educators to serve as a teacher of record, school counselor of record, and social worker of record while they are completing a program that leads to certification.
- Four non-traditional routes to teacher certification that allows teachers to serve as the teacher of record while they are finishing the requirements for certification.
- Emergency provisional certification for areas a school district or charter school identify as a declared emergency hire.

The Department has a *Be an Educator* webpage for the recruitment of certified educators. The Department will continue to update the website to include options and routes for certification.

The Department will provide Career Fairs through already established funding to assist LEAs in recruitment of certified educators. The Career Fair will include information

for LEAs on how they can use different types of funding to cover costs for the preparation of their staff that are working toward certification as well as the professional development opportunities provided by the Department.

2. Staffing to Support Student Needs: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

    Response: The Department has a *Be an Educator* webpage for the recruitment of certified educators. The Department will continue to update the website to include options and routes for certification.

    The Board / SEA and Department of Education will collaborate with Department of Labor and PERSI on ideas for recruiting individuals for employment opportunities.

    The Department will provide Career Fairs through already established funding to assist LEAs in recruitment of certified educators. The Career Fair will include information on how LEAs can use different types of funding to cover costs for the preparation of their staff that are working toward certification. In addition, information will be provided on opportunities for preparation of paraeducators to increase the number of qualified paraeducators available to LEAs.

    The Department will provide resources of ideas on options for classified staff/paraprofessionals to free up teachers, school counselors, school social workers, school nurses, and school psychologists to focus on providing services to students.

    The Department to create a website with resources available for behavioral health and wellness.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA

will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:

i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
iv. Jobs created and retained (by position type);
v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

Response: The Board / SEA will ensure LEAs have the capacity to collect and report data for all identified metrics by maintaining existing systems and using SEA set-aside ARP ESSER funds to expand the state's statewide longitudinal data system and support data management, research, and analysis. The Board / SEA and Department have been thoughtful in prioritizing use of existing data for analysis and only adding requirements for new data submission when necessary. Additionally, the Board / SEA may use SEA funds to address capacity issues at the LEA level, if needed. The existing data management and reporting system for the Idaho Standards Achievement Test in English Language Arts/Literacy, Mathematics, and Science includes the results of interim assessments that LEAs may administer to students throughout the year to identify learning needs relative to the state content standards. LEAs who use these optional assessments can view their results in this system and the state can access this information as well. The state's early literacy assessment also incorporates a monthly progress monitoring system that LEAs can use to support younger students and that the state can access as needed.

Data on coursework, chronic absenteeism, exclusionary discipline, and school personnel characteristics will continue to be available in the state's longitudinal data system, via which LEAs submit information several times throughout the year.

Idaho LEAs will also continue to administer student, parent, and staff engagement surveys in the 2021-2022 school year. Fiscal data, including per-pupil expenditures by LEA and school, are also available through the existing data infrastructure and will continue to be included on the state and local report cards, (available at IdahoSchools.org).

To assist LEAs in reporting these data, the Department will also generate consistent, streamlined templates with associated guidance. This approach will mirror the process the Department already uses for state intervention and remediation funds, where LEAs report the specific amount allocated towards personnel, technology, curriculum, professional development, or other resources.

Consistent with Appendix B, the state will also produce more general guidance to assist LEAs in creating appropriate policies that allow them to safely maintain in-person learning in the summer and during school year 2021-2022. This guidance will build on the state's Back to School Framework.

2. <u>Monitoring and Internal Controls</u>: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

   Response: As ARP ESSER funds are released, Idaho will provide regular trainings to LEAs about the rules for using these funds and effective strategies for identifying local high priority needs. The state will base these strategies on the analysis components outlined in Section A. These steps will assist LEAs in setting up appropriate and effective use of these funds at the start of the process. For reporting, Idaho currently maintains a Grant Reimbursement Application (GRA) that educational entities use to provide documentation about the use of funds for federal flow through grants. However, this application does not include all of the reporting information associated with the use of ARP ESSER funds, such as the amount of funds spent on unfinished learning and on social/emotional needs. Consequently, to support appropriate monitoring of these funds, the state will create a separate ARP ESSER tracking system that includes all of the associated federal reporting requirements. LEAs receiving these funds will be required to report their use of funds on a quarterly basis. Staff members will review all submissions and follow up with any entities who have not submitted their information or who have submitted information, insufficient data, or a questionable use of funds. Each submission period, staff will randomly select five percent of the LEAs for more detailed auditing.

   The state will also regularly track changes in the identified priority metrics over time to help determine whether interventions have been effective or require refinement. Particular attention will be paid to the effectiveness of support for traditionally underserved student groups, such as Native American and Hispanic students. Idaho anticipates it will be the able to develop and support this new ARP ESSER monitoring framework with existing staff, who are well practiced in assisting LEAs in appropriately using and reporting on other sources of funds.

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

Response: The data below are current as of 5/13/2021. The data in Table 1 are based on the current LEA-level operating status information that Idaho tracks. The possible values are "Online," "Virtual School," "Hybrid," "In Person with Online School Option," and "In Person." To align with the categories in Table 1, these values are mapped as follows:

- Online and Virtual School entries = Remote or online only
- Hybrid and In Person with Online School Option = School buildings open with remote/online and in-person instruction (hybrid)
- In Person = School buildings open with full-time in-person instruction

Since Idaho only captures these data at the LEA level, all schools within an LEA are considered to have the same status as the LEA as a whole to generate the counts in Table 1. It is also impossible to fully discern with the existing data whether a particular educational environment is being offered to all students or some students. Consequently, schools are listed as offering the option associated with their operating status to all students. All other schools are listed in the "Not offered" category. Based on these caveats, users should cautious in interpreting these data.

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

Add or change rows as needed

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	760	17	-	743
School buildings open with both remote/online and in-person instruction (hybrid)	760	294	-	466
School buildings open with full-time in-person instruction	760	449	-	311

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Response: Due to these underlying data limitations discussed above, the state is not able to confidently disaggregate the figures by instructional level.

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Add or change rows as needed

Response: The data in Table 2 are based on enrollment data as of 5/13/2021. Students who are enrolled in more than one entity are counted in each location. Student enrollment data are merged with the operational status information summarized above Table 1.

Table 2. Enrollment and mode of instruction

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	98,070	4,160	38,159	55,751
White, not Hispanic	229,134	7,538	91,784	129,812
Black or African American, not Hispanic	3,335	64	1,297	1,974
Hispanic, of any race	57,759	1,418	27,674	28,667
Asian, not Hispanic	3,460	65	1,436	1,959
American Indian or Alaskan Native, not Hispanic	3,211	70	1,347	1,794
Native Hawaiian or Pacific Islander, not Hispanic	976	21	429	526
Two or more races, not Hispanic	9,415	443	4,236	4,736
Race/Ethnicity information not available	NA	NA	NA	NA
English learners	18,601	126	8,725	9,750
Children with disabilities	33,918	1,040	14,691	18,187
Students experiencing homelessness	5,521	149	2,132	3,240
Children and youth in foster care	1,105	40	433	632
Migratory students	3,758	0	2,236	1,522

Appendix B: Reporting Language Included in the Grant Award Notification ("GAN")

As described in the Grant Award Notification ("GAN"), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;

- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
  - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
  - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);

- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;

- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;

- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Educations General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving,

among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Idaho's GEPA Statement:

Idaho adheres to Section 427 of the General Education Provisions Act (GEPA) through its policies and practices for barrier-free programs. In carrying out its educational mission, the Board / SEA and Department ensures to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all individuals served. Board / SEA and Department is committed to ensuring that Federally funded activities, programs, and services are accessible to all teachers, students, program beneficiaries, contractors, and the public. The Board / SEA and Department ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities. For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, Idaho enforces all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The Board / SEA and Department holds LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants. LEAs are provided training on Section 427 GEPA and are required to annually upload their GEPA statement in the Consolidated Federal and State Grant Application (CFSGA). Specifically, all State Department of Education public facing documents are made accessible and we continue to make information on Idaho programs available in Spanish and other languages as needed. The State Department of Education works with LEAs to make information on its programs available to Special Education teachers and administrators. The State Department of Education continues to work with LEAs to make data available on its programs to the districts, schools, and the public to ensure equitable access and participation.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Appendix E: Safe Return to In-Person Instruction and Continuity of Services Plan Checklist

Instructions: All Idaho LEAs must complete this Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021.

LEA # and Name:
DATE LEA's 2020-2021 Back-to-School Plan was approved by the local school board:
Website link to the LEA's current Back-to-School Plan:

Mitigation Strategies Information Required to be Included in LEA's Plan		
	,	
Universal and correct wearing of masks	Yes ☐	No ☐
Modifying facilities to allow for physical distancing (e.g., including use of cohorts/podding)	Yes ☐	No ☐
Handwashing and respiratory etiquette	Yes ☐	No ☐
Cleaning and maintaining healthy facilities, including improving ventilation	Yes ☐	No ☐
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Yes ☐	No ☐
Diagnostic and screening testing	Yes ☐	No ☐
Efforts to provide vaccinations to school communities	Yes ☐	No ☐
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Yes ☐	No ☐

NARRATIVE Information Required to be Included in LEA's Plan		
	,	
How the LEA is addressing and plans to address students' academic needs	Yes ☐	No ☐
How the LEA is addressing and plans to address students' social, emotional, mental health, and other needs (which may include student health and food services)	Yes ☐	No ☐
How the LEA is addressing and plans to address their staff's social, emotional, mental health, and other needs	Yes ☐	No ☐
The process for review and revision of the plan (including gathering community / stakeholder input) no less frequently than every six months through September 30, 2023.	Yes ☐	No ☐
The LEA's need for support and/or technical assistance related to implementing the strategies identified in Table 1 or Table 2, if applicable.	Yes ☐	No ☐

Assurances	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 ☐	No ☐
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.	Yes ☐	No ☐
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.	Yes ☐	No ☐
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 ☐	No ☐
5. The plan is publicly available on the LEA website.	Yes ☐	No ☐

NOTES: • If the LEA developed a Back-to-School plan before ARP ESSER was enacted (March 11, 2021) and that plan was developed with public input, but the plan does not include *all* of the required information, as outlined in Table 1 and Table 2 above, the LEA must revise its plan to include all required elements.. • LEAs are required to review and revise their Back-to-School / Safe Return to In-Person Instruction Plan no less frequently than every 6 months.
Date of most recent review of the LEA's current Back-to-School Plan:
If the LEA answered "No" to any elements in Table 1 or Table 2, LEA Plan Modification Deadline): November 24, 2021 (6 months after May 24, 2021).
If the LEA answered "Yes" to all elements in Table 1 and Table 2, next planned LEA Plan Review Date (no more than 6 months from the last plan review date):

Appendix F: CARES Act FY20 & FY 21 Reimbursements by Category as of June 1, 2021

CARES ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CARES Coronavirus Relief - CFAC											
CARES Coronavirus Relief - CFAC - Special Distribution	$ 67,598,460.25	$ 4,971,951.73	$ 17,739,312.51	$ 248,936.92	$ 6,970,319.55	$ -	$ 63,565.69	$ 31,405.90	$ 1,710.32		$ 97,625,662.87
CARES Coronavirus Relief - CFAC - Technology	$ 2,500.00	$ 88,903.89	$ 638,356.90	$ -	$ 253,358.62	$ -	$ -	$ -	$ -		$ 981,424.41
CARES Coronavirus Relief - CFAC - Blended Learning	$ 1,410,550.41	$ 1,731,722.85	$ 14,242,142.00	$ 417,246.21	$ 6,090,141.85	$ -	$ -	$ 134,992.08	$ -		$ 24,026,795.40
CARES Coronavirus Relief - CFAC - Non ESSER I	$ 202,472.69	$ 118,411.88	$ 400,386.31	$ 21,400.46	$ 109,794.07	$ -	$ -	$ -	$ 1,483.06		$ 853,948.47
CARES Coronavirus Relief - CFAC - Child Nutrition	$ 168,136.42	$ 1,785.15	$ -	$ 1,463,231.90	$ 3,431.91	$ 27,261.51	$ -	$ 3,542.34	$ -	$ -	$ 1,667,389.23
CARES ESSER I											
CARES ESSER I - Flow Through	$ 12,645,627.61	$ 1,633,691.44	$ 5,612,236.83	$ 32,593.62	$ 1,986,821.92	159,820.48	$ 33,203.34	$ 455,922.66	$ 1,743.04		$ 22,561,660.94
CARES ESSER I - State Set-Aside LMS	$ 41,675.71	$ 1,017,667.91	$ 888,878.30	$ 42,558.42	$ 116,898.48	33,451.36	$ -	$ 40,868.84	$ -		$ 2,181,999.02
CARES ESSER I - State Set-Aside SEL	$ 110,121.47	$ 64,859.63	$ 123,272.44	$ 25,754.67	$ 8,000.00	1,211.96	$ -	$ 4,316.90	$ 3,315.64		$ 340,852.71
CARES Child Nutrition State Grant											
CARES Child Nutrition State Grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 45,481,967.00	$ 45,481,967.00
Grand Total	$ 82,179,544.56	$ 9,628,994.48	$ 39,644,585.29	$ 2,251,722.20	$ 15,538,766.40	$ 221,745.31	$ 96,769.03	$ 671,048.72	$ 8,252.06	$ 45,481,967.00	$ 195,721,700.05
Percentage	41.9880%	4.9197%	20.2556%	1.1505%	7.9392%	0.1133%	0.0494%	0.3429%	0.0042%	23.2381%	100.0000%

CRRSA ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CRRSA Act - ESSER II F/T	$ 2,991,249.59	$ 1,588,239.27	$ 265,666.63	$ -	$ 94,748.60	$ -	$ 1,727.49	$ 309,295.00	$ -		$ 5,250,926.58
CRRSA Act - ESSER II Set Aside	$ 145,466.00	$ 15,587.96	$ 37,750.84	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 198,804.80
Grand Total	$3,136,716	$1,603,827	$303,417	$0	$94,749	$0	$1,727	$309,295	$0	$0	$5,449,731
Percentage	57.5573%	29.4295%	5.5676%	0.0000%	1.7386%	0.0000%	0.0317%	5.6754%	0.0000%	0.0000%	100.0000%

Draft pending Idaho State Board of Education approval of amendments

Appendix G: ARP Section 2001(e)(1-2): Use of LEA Funds

2001(e)(1)

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

2001(e)(2)

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education

Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) 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.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, 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.

(O) 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.

(P) Inspection, testing, maintenance, repair, 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 repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) 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.

Appendix H: LEA ARP ESSER Use of Funds Template

Instructions: Complete this plan template by engaging 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. Submit this 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:
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.*
   [Open-ended response]

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[4] for reopening and operating schools for in-person learning.*
   [Open-ended response]

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 disproportionally 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.*
   [Open-ended response]

4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix G) . 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.*
   [Open-ended response]

---

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

Draft pending Idaho State Board of Education approval of amendments

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, and migratory students.*
   [Open-ended response]

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.*
   [Open-ended response]

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 ☐	No ☐
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 ☐	No ☐
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 ☐	No ☐
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 ☐	No ☐
5. The plan is publicly available on the LEA website.	Yes ☐	No ☐
[5a] If the LEA response with 'yes', this is an open-ended item for the URL Please provide the URL:		

Superintendent's Printed Name: _____

Superintendent's Signature: _____   Date: _____

School Board President's Printed Name: _____

School Board President's Signature: _____   Date: _____

Submit this plan to Lisa at lenglish@sde.idaho.gov no later than October 1, 2021.

IDAHO
BACK TO SCHOOL
FRAMEWORK 2020

Multiple state plans and reference documents were used to develop the Idaho Back to School Framework.

Amended October 21, 2020

DEAR IDAHO SCHOOL LEADERS, EDUCATORS, SCHOOL STAFF, AND PARENTS,

The last several months have presented extraordinary challenges for Idaho students, parents, educators, and staff.

I'm sincerely thankful to our educators and school staff for continuing to serve our youngest citizens. The rapid closure of schools in the spring demonstrated the importance of Idaho's public school system to our families, communities, and larger economy.

I expect all our school buildings to safely reopen in the fall for in-person instruction. Despite incredible advances in digital learning, you can never replace the value and impact of in-person interaction with a professional, dedicated teacher.

The Idaho Constitution outlines our duty to establish a thorough and uniform system of education. The COVID-19 pandemic has tested our ability to meet this obligation.

The Idaho Back to School Framework outlines the expectations, support for local governance and decision-making, and guidance and best practices on the key operational components for safe reopening in the fall.

The 2020-2021 school year certainly will not look the same as in previous years. However, we must prioritize the opening of school buildings for in-person instruction and prepare schools to offer different kinds of learning in order to deliver a seamless learning continuum for all Idaho students.

For that to happen, local leadership will be paramount.

Leadership and courage across Idaho's K-12 system — elected trustees, administrators, building leaders, and all staff — is the critical ingredient in navigating the operational and health challenges schools will face in the coming months.

Before COVID-19, many Idaho students faced a significant achievement gap and ongoing risks to their mental and social well-being. The pandemic has exacerbated this gap and poses a potential ongoing disruption to our state's momentum on many different fronts — from early literacy and college and career readiness, to addressing our students' overall well-being.

My goal has always been to make Idaho the place where our children and grandchildren choose to stay, and for the ones who have left to choose to return. Reopening schools for in-person learning in the fall is the foundation of our students' success and helps us achieve that goal.

Sincerely,

Brad Little
Governor of Idaho

CONTENTS

The Governor's Office, State Board of Education, and State Department of Education, with guidance from the Idaho Department of Health and Welfare and Idaho's seven local public health districts contributed to the Idaho Back to School Framework. A committee of K-12 education stakeholders convened by the Governor and the State Board of Education developed the framework.

The Idaho Back to School Framework identifies expectations, guidelines, and best practices to support local governance and the successful completion of the 2020-2021 school year, delivering on our state's constitutional obligation for a free, uniform, and thorough public education system during these extraordinary times.

School districts and charter schools will use this framework to help guide their response based on their local community's situation.

It is expected students will return to school buildings in the fall.

This document presents several strategies and considerations to establish expectations and provide guidance to school districts and charter schools (e.g. local educational agencies) in preparing for and conducting a successful 2020-2021 school year. As the situation is continually evolving, this guidance will likely change, be amended, or augmented as conditions change. Many local education agencies have been coordinating with local public health authorities to develop operational plans that keep students and staff safe and prepare for a successful school year. It is recommended that local education agencies adhere to the most recent recommendations from the Centers for Disease Control and Prevention and follow state and local health requirements.

Local contingency plans are only effective through a collaborative effort by all community stakeholders. Schools and communities working together with students and families can meet the state's responsibility to provide instruction that moves students through the education continuum while keeping students and families safe under the "new normal" of conducting school operations. The guidelines and best practices are not designed to be overly prescriptive, but seek to provide local education agencies with a framework for decision making as they develop a district contingency plan, using local community health trends and statewide data.

Procedures outlined within this document are based on recommendations from federal and state resources, education stakeholders, and best practices. Some local education agencies will not be able to address or implement all the strategies outlined in the framework, and circumstances may dictate that some districts alter strategies as the health situation in their area changes. Each local education agency should use this document as a guide, consulting with school district or charter school legal counsel and relevant stakeholders to determine which procedures fit their circumstances.

	Roles and Responsibilities:	Authority Includes:
LOCAL BOARDS OF TRUSTEES/BOARD OF DIRECTORS	Provide uniform and thorough instruction to all students which progresses them through the education continuum. Ensure the health and safety of their staff and students. Develop plans and procedures for responding to the pandemic while providing student instruction.	Idaho Code, 33-512
LOCAL HEALTH DISTRICT	Identify category of transmission level within a community using scientifically-driven metrics. Advise local education agencies on operation and health safety plans and procedures.	Idaho Code, 39-414 Idaho Code, 39-415 Idaho Code, 33-512(7)
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION	Distribute funding to school districts and charter schools. Provide resources to school districts and charter schools, and implement the education laws and policies of the State Board of Education.	Idaho Code, 33-125
STATE BOARD OF EDUCATION	Provide governance and oversight of Idaho public education K-20. Set minimum standards and expectations for student instruction and student outcomes. Set guidelines for public schools to respond to the pandemic.	Idaho Constitution, Article IX, Section 2 Idaho Code, 33-116
DEPARTMENT OF HEALTH AND WELFARE	Set statewide health and safety standards to promote and protect the health and safety of Idahoans. Protect the public from the spread of infectious and communicable diseases.	Idaho Code, 56-1003(7) Idaho Code, 33-512(7)
GOVERNOR	Exercise executive authority to uphold the state constitution and meet the state's obligations to students. Protect the health and safety of Idahoans. Facilitate an environment for a strong economic recovery.	Idaho Constitution, Article IV, Section 5 Idaho Code, 46-601(2) Idaho Code, 46-1008

Responsibility and Expectations

Every school district and charter school is responsible for providing a safe and healthy learning environment for all students and a safe work environment for all staff. Parents and guardians can expect their local public schools to provide a quality education that meets the state's minimum standards and prepares the students for their next level of education or to move into the workforce. To that end, local education agencies are responsible for providing instruction and other related educational services to all students during these difficult times, and they will need to use a variety of strategies to ensure all students have access to consistent learning opportunities, including students receiving special education services.

In order to meet this responsibility, schools must be prepared to implement a variety of learning modalities to serve all students. While not all students may be taught, using the same learning modalities, all students must be educated in a way that results in the similar learning outcomes. It is the responsibility of the local education agency to tailor the educational opportunities during this time in a way that meets the individual student's needs while keeping students and staff safe, based on local levels of disease transmission and state and local restrictions that may be in place at any given time.

Planning and Preparation

With advice from the local public health district, each local education agency should develop a plan that outlines how it will respond to the three identified categories of disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. Local education agencies will need to be nimble and be prepared to move between categories throughout the school year as local circumstances dictate.

Blended Learning

Until a vaccine and/or therapeutics are available for COVID-19, schools must be prepared to provide varied learning opportunities to their students using a variety of modalities. The decision regarding their use will depend on the level of transmission in the local community, the physical and staffing resources available to the school, and parental choice for enrollment. This may require a school to transition between traditional, hybrid, on-line and distance learning for all or a portion of their students at any time. Blended learning is an approach to education in which students learn via electronic and online media as well as traditional face-to-face teaching. When used, a local education agency can meet their responsibility for improving outcomes for students through powerful and smart use of learning technologies.

WHAT THIS FRAMEWORK IS AND IS NOT

What this framework is:

A document that outlines statewide expectations for the fall start of school, particularly in delivering learning and services to students.

A document that clarifies the governance structure of K-12 education.

A document that provides guidance and best practices on the many different school operational issues, informed by school leaders and staff.

What this framework is not:

A document that provides legal advice.

An exhaustive blueprint on every action for operations and delivering blended learning.

The creation of any right or benefit, substantive or procedural, enforceable at law or in equity by any party against any person or entity, including but not limited to the State of Idaho, its departments, agencies, entities, officers, employees, agents, any school district, or any public school.

IDENTIFY LEVEL OF TRANSMISSION/RISK

Level of Community Spread	Learning Model	Response
Category 1 No Community Transmission	**Traditional**	School buildings open
Category 2 Minimal to Moderate Community Transmission	**Traditional**	School buildings open
	Hybrid/Blended	Limited/Staggered Use of School Buildings · Targeted Closure · Short-term Closure (1 to 4 weeks) · Mid-term Closure (4 to 6 weeks
	Full Distance/Remote Learning	Minimal Use of School Building - Limited in-person instruction for special education and special needs populations
Category 3 High Community Transmission	**Hybrid/Blended**	School buildings open Limited/Staggered Use of School Buildings · Targeted Closure · Short-term Closure (1 to 4 weeks) · Mid-term Closure (4 to 6 weeks
	Full Distance/Remote Learning	Minimal Use of School Building - Limited in-person instruction for special education and special needs populations
Category 4 Critical Community Transmission	**Full Distance/Remote Learning**	School Buildings Closed for Extended Period of Time (longer than 6 weeks) Minimal Use of School Building - Limited in-person instruction for special education and special needs populations

65

	Category 1: No Community Transmission	Category 2: Minimal to Moderate Community Transmission	Category 3: High Community Transmission	Category 4: Critical Community Transmission
Definitions	Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Accelerated widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
Level of Operations	School buildings open with physical distancing and sanitation.	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.	School buildings open but option of limited/ staggered use of school buildings with physical distancing and sanitation.	Targeted, short-term, or extended building closure. School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.

> Regardless of the risk level, everyone is asked to: stay home if you are sick, maintain physical distancing as appropriate to the situation, wear face coverings in public when physical distancing is not possible, and wash hands frequently.

Category (level) of transmission within a community where a school is located in will be identified by the local public health district using metrics and criteria established in the Idaho Rebounds plan for opening. These definitions are based on the definitions provided by the local public health districts and the State Department of Health and Welfare, these definitions with supporting guidance may be found at https:/coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf

Confirmed Case in School Building

A confirmed case or contact within a school may require different procedures based on the individual case dynamics in consultation with local public health officials. Schools should be ready to respond to cases within the school community regardless of the level of community spread. If an infected person has been in a school building, any school in any community may need to implement short-term closure procedures regardless of the level of community spread. The response to an infected individual in a school building will be dealt with on a case-by-case base and schools will need to consult with their local public health district to identify the best course of action. Local education agencies are encouraged to work with their local public health district in advance to develop a response protocol for confirmed cases in a school building. This response protocol would be outside of the response protocol a local education agency develops in response to the level of community transmission (e.g. Category 1, Category 2, and Category 3).

See https:/coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf

· Begin identifying anyone who may have been in close contact with a confirmed or suspected COVID-19 case. Close contact is less than 6 feet for more than 15 minutes.

· Follow local public health guidance for course of action. Recommendations will be given on a case-by-case basis, and could include:

   o Excluding positive, suspected, and close contacts from school as they follow isolation or self-quarantine instructions until they can safely return.

   o A short-term dismissal of students and most staff for 1-2 days.

   o Extended school dismissal.

· Communicate with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.

· Clean and disinfect thoroughly.

· Reinstate strategies to continue education and related supports to students as needed.

A local education agency may move up or down through the categories of transmission. As a local education agency moves up through the categories of transmission, the guidance from the proceeding category is built upon and includes the lower category. The areas identified in the table below are not mandated responses; rather they are a compilation of suggested areas of consideration and best practices.

Preventative Measures

Category 1
No Community
Transmission

Information/Education

- Coordinate with local health officials to develop prevention and mitigations plans (see local health district COVID-19 Guidance for Schools (https:/coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf).

- Implement standard operating procedures while taking preventive measures (see local health district and CDC guidance).

- Implement a reasonable and feasible infection control plan for a safe workplace (see resources).

  o Utilize stakeholders in development of plans.

  o Plans should include exposure response strategies for both staff and students. Exposure response includes sending students/staff home from school.

- Encourage parents to screen students every morning before attending school. Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings

- Educate and support families on identifying the symptoms that indicate the need to stay home. (CDC COVID-19 Self-Checker).

Facilities

- Use clearly visible signage on entrances/buses to communicate symptoms, preventative measures, good hygiene, and school/district specific protocols including staying home when sick.

- Provide hand soap or hand sanitizer with at least 60% alcohol, paper towels, and no-touch trashcans in all bathrooms, classrooms, and frequently trafficked areas.

- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use

- Take steps to ensure all water systems and features are safe.

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.

- Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable).

Preventative Measures (continued)

Category 2
Minimal to Moderate Community Transmission

Staff and Students

- Conduct daily health screenings of employees and students for COVID-19 symptoms upon entry to the facility, including a check for low-grade fever with no-touch thermometer and/or daily symptom checking. (See resources on conducting screenings.) Screen students upon arriving at school in classroom/first class with screening questions/checklist. If screening indicates potential risk send the student to the health staging area for additional screening.
- Encourage parents to screen students every morning before attending school. (Screenings may include taking temperature and assessing for symptoms.)
- Establish a protocol for screening students who are not able to articulate symptoms.
- Establish a protocol for screening students/staff who feel ill/experience symptoms when they are at school.
- Isolate and send home students and staff that show symptoms (see CDC guidelines).
- Encourage staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test, or were exposed to someone with COVID-19 within the last 14 days. Maintain privacy and confidentiality.

- Advise sick staff or students not to return until they have met CDC criteria to discontinue home isolation.
- Establish a protocol for screening visitors and volunteers.
- Develop a flowchart regarding when to isolate and send home. Send ill students home as soon as possible to avoid spread of infection.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean or disinfect if possible. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants.
- Maintain privacy and confidentiality.

Facilities

- Establish a health office with a separate isolation area for effective infection control management for students and staff exhibiting signs and symptoms of infection.

Category 3
High Community Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4
Critical Community Transmission

Continue coordination with local health officials.

Testing

Category 1 No Community Transmission	· Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.	· Develop contact tracing protocol when staff or student in building is confirmed positive.
Category 2 Minimal to Moderate Community Transmission	· Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.	· Develop contact tracing protocol when staff or student in building is confirmed positive.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.	· Develop contact tracing protocol when staff or student in building is confirmed positive.

Personal Protective Equipment (PPE) - (See Definition of PPE)

Category 1
No Community Transmission

Staff and Students

· Develop a plan for staff, student and parent training and use of personal protective equipment with guidance from the local health district.

· Identify sources and availability of personal protective equipment.

· Educate and give direction on cleaning cloth face coverings.

· When teaching students school routines at the beginning of the school year, include routines for wearing cloth face coverings, washing hands, using hand sanitizer and physical distancing.

Facilities

· Establish and maintain hand hygiene stations in key locations in school buildings.

Equipment

· Use of sneeze guards at appropriate locations.

· Use non-latex gloves for direct student contact activities such as face cleaning, feeding, etc.

Facemasks/Shields/Coverings

· Encourage students, staff, and visitors to bring and wear cloth face coverings from home.

· Mask/face shields recommended but not required for staff/students.

· Provide masks/face shields and other appropriate PPE to staff.

· Consider additional protection for medically vulnerable staff and students as well as students with special needs.

Category 2
Minimal to Moderate Community Transmission

Staff and Students

· Educate and give direction on cleaning cloth face coverings. Educate students, staff and visitors on the proper and safe way to use face coverings and other personal protective equipment (PPE).

Equipment

· Provide masks or cloth face coverings and other appropriate PPE to staff as available based on the LEAs resources.

Facemasks/Coverings

· Recommend students, staff, and visitors to wear cloth face coverings when practical, and provide for those who do not have one but wish to wear one.

· When physical distancing cannot take place, further reinforce the use of face coverings.

Category 3
High Community Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4
Critical Community Transmission

Staff and Students

· If staff are allowed in the buildings all staff must follow all CDC recommended PPE guidelines.

· If districts allow individual staff and/ or student tutoring / conference sessions, all staff and students should be screened.

Family Considerations

Category 1
No Community
Transmission

- Identify and provide considerations for parents with literacy needs so when the district goes into category 2 and category 3, those barriers are being addressed so parents are able to support their children at home.

- Survey families' interest in continuing online learning to reduce the number of students requiring face-to face, traditional instruction.

- Provide resources to parents on how to help their students be successful in a blended or online learning environment and provide individualized resources for parents with students with disabilities.

Category 2
Minimal to Moderate
Community
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses.

- Implement physical distancing and remote/blended learning as determined by the local school Board/ Board of Directors:

  o Use the master schedule to balance class numbers as much as possible — remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable).

  o Limit physical interaction through partner or group work.

  o Establish distance between the teacher's desk/board and students' desks.

  o Identify and utilize large spaces (e.g. gymnasiums, auditoriums, outside spaces — as weather permits) for social distancing.

  o Consider targeted distance/ remote learning.

  o Consider A/B schedules.

  o Consider hybrid instructional Models if absolutely necessary and after factoring in additional logistical requirements/costs including childcare requirements placed on working families and unnecessary burden on staff.

  o Consider allowing special education students to continue in person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.

  o Variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.

  o Distribute printed instructional packets/materials and district/ school communications along with meals; designate and communicate collection/drop off points.

Family Considerations (continued)

Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Make considerations for family support for packets being sent home or online instructions for economically disadvantaged and English language learner student families. Provide resources and instruction on how to use platforms and navigate software. Use of bilingual instructional paraprofessionals to work with family and students on packets or navigating the online program.	· Provide professional development opportunities for parents, students, and teachers regarding mental health illness and support.

Staffing Considerations

Category 1
No Community
Transmission
	· Develop plans and policies for communicating with staff, implementation plans and expectations for staff in each category level.
	
	· Understand vulnerable staff may be defined based on CDC definitions or per physician documentation.
	
	· Ensure administrators are familiar with employee contracts and agreements, and workplace policies and procedures.
	
	· Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
	
	· Consider offering special accommodations. LEAs are encouraged to consult with local board attorneys or district human resources officials to identify appropriate special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.
		· Develop and communicate telework policies for all staff, including identification of essential workers and medically vulnerable staff.
		
		· Adhere to applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.
		
		· Adhere to state and federal employment law and extended leave allowances.
		
		· Encourage open lines of communication between vulnerable staff and supervisors.
		
		· Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:
		
		   o The district ADA accommodation process.
		
		   o District policies, procedures and protocols for requesting flexible leave options.
		
		   o Federal leave policies including the Families First Coronavirus Response Act and Family Medical Leave Act.
		
		· Encourage use of district Employee Assistance Program if available.

Category 2 Minimal to Moderate Community Transmission	· Implement telework policy for vulnerable staff.	· Establish a process for regular check-ins with the supervisor for vulnerable staff.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Implement telework policy for all staff. · Reduce onsite work to essential job functions only.	· If the telework option is not feasible, vulnerable staff should contact their administration to reassess options related to essential job functions.

Communications

Category 1
No Community
Transmission

All

- Devise and communicate a plan for the potential closure of the school building. Include clear explanation that a closed building does not mean "no school/instruction."

- Communicate expectations for remote learning in the event of a building closure or physical distancing requirements.

- Establish communication plans for each category of transmission, including on site infection. Answer the following questions:

    o What increases the chance of school closures?

    o My child attends a school where a COVID-19 case has been confirmed. What should I do?

    o What is considered a "close contact"?

    o When can a student or staff member discontinue home isolation?

    o What should I include in my message to our school community of a confirmed case that has been in our school?

Parents and Students

- Communicate with parents and students the types of blended learning that will be available for their students.

- Communicate with parents and students where to find training and resources on how to support their student's instruction and use devices or access blended and distance learning opportunities.

- Ensure all contact information for families is current.

- Create a centralized communication team for the dissemination of district/school wide information.

- Use multiple channels for communication.

- Make sure information is easy to find on your website.

- Elicit and address questions from students about how they will be able to remain in communication with teachers, staff, and students.

Community/State

- Coordinate with the local health district and Idaho Rebounds plan on the dissemination of information and use of consistent terminology. (See local health district guidance: COVID-19 Guidance for Schools)

Communications (continued)

	School Personnel	Parents and Students
Category 2 Minimal to Moderate Community Transmission	· Communicate with school personnel expectations for telework and on-site work options.	· Communicate with parents what can be expected for continued instruction and available student services. · Communicate with parents and students how school sites will transition between onsite instruction and distance instruction. · Communicate with parents and students where information regarding the level of communication in the school community can be found, where student assignments and instructions may be found, and who to contact when they have questions about student assignments. · Communicate with parents and students on how they can support their student's instruction. · Communicate in the language of the family.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	**All** · Maintain open lines of communication between staff, students and parents. · Communicate timelines for assessing and transitioning between pandemic response levels.	

Professional Development

Category 1 No Community Transmission	· Implement student, parent and staff education prior to the start of the school year before student attendance (http://www.sde.idaho.gov/re-opening/index.html). · Develop/identify professional development on the use of PPE, reducing transmission, identifying symptoms, and using cleaning equipment and supplies. · Deliver identified professional development as applicable to the staff position (classified and certificated).	· Identify staff needs for professional development related to: 　o Reducing Transmission 　o Delivering Blended Learning 　o Using Technology 　o Connecting with Students Remotely 　o Identifying Students At-Risk 　o Delivering Additional Student Services Remotely (SEL/Behavioral Health, Counseling, etc.) 　o Parent Support of Student Learning at Home.
Category 2 Minimal to Moderate Community Transmission	· Periodically revisit educational training needs for staff, students, and parents. · Implement ongoing professional development plans.	· Continue to reassess areas of needed professional development.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Continue with implementation of professional development.	· Maintain open lines of communication between staff, students and parents.

Student Assessment

Category 1
No Community
Transmission

- Implement standard operating procedures for the administration of assessments.
- Develop a plan for assessing student blended and remote learning modalities.
- Assess students' current level of understanding and identify remediation areas due to spring instructional interruption.
- All assessments should be administered at the student's current grade level.
- Emphasize formative assessment.
- Test security/administration.
- Procedures should be emphasized for reliable results.
- See Assessment guidance and consideration on Resource Site (http:/www.sde.idaho.gov/re-opening/index.html).

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- Administer the WIDA ACCESS 2.0 using the typical administration protocols.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (http:/www.sde.idaho.gov/re-opening/index.html).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

Student Assessment (continued)

Category 2
Minimal to Moderate Community Transmission

- All assessments should be administered at the student's current grade level.
- Emphasize formative assessment.
- Assessments should be administered in person as appropriate.
- Test security/administration procedures should be emphasized for reliable results.
- Check remote administration guidance for each assessment for specifics.

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (http://www.sde.idaho.gov/re-opening/index.html).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

Category 3
High Community Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4
Critical Community Transmission

- Check remote administration guidance for each assessment for specifics.
- Provide clear guidance to families and students on how they access the assessment, what the results mean, and any administration safeguards added.

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (http://www.sde.idaho.gov/re-opening/index.html).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

Instruction

Category 1 No Community Transmission	· Schools provide in-person instruction as applicable to their programs and develop plans for transitioning learning to different modalities that provide for quality instruction for all students.	· Schools observe local and state restrictions as applicable to the level of virus transmission within their community.
Category 2 Minimal to Moderate Community Transmission	· Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. · Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares them for the next grade level or graduation. · Connect with every student/family.	· Communicate in the language of the family. · Ensure equitable access to resources for all students and families. · Provide instructional support to parents for virtual learning. · Encourage consistent and routine virtual learning practices at home. · Allow for individualization in work completion. · Schools observe local and state restrictions as applicable to the level of virus transmission within their community.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares the for the next grade level or graduation.	· Schools should observe local and state restrictions as applicable to the level of virus transmission within their community.

Social Emotional Learning: Strategies at the School Level

Category 1
No Community
Transmission

- Assume that all students are in need
- Define social emotional goals for the school as a whole, including behavior expectations.
- Develop a school-wide infrastructure that can support SEL, including planning cycles and assessment.
- Coordinate SEL programs to align with the school's overall goals.

- Prepare staff to teach SEL skills through modeling and integrated instruction.
- Ensure that each student has one caring adult who checks in with him/her regularly.
- Create and provide opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help providing and help-seeking behaviors.

Category 2
Minimal to Moderate
Community
Transmission

Implement plans developed in Category 1.

Category 3
High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4
Critical
Community
Transmission

- Evaluate effectiveness of SEL impacts on students and adjust to meet student needs.

- Authentically discuss and reinforce social emotional goals and behavior expectations during an emergency school closure.
- Parent/student check in to make sure all students are connecting.

Student Learning

Category 1
No Community Transmission

- For all instructional environments, provide specific information in IEPs or 504s for identification of student needs in the various scenarios. Include expectations for related services and therapies.

- Implement standard operating procedures while taking preventative measures.

  o Recommended cleaning and sanitizing procedures.

  o Surveying families' interest in continuing online learning to reduce the number of students requiring face-to-face traditional instruction.

- Accountability/Academic Baseline Determine Learning loss/identify gaps (See assessment guidance and content specific assessment resources on Resource website (http:/www.sde.idaho.gov/re-opening/index.html)

- Identify essential standards/concepts/skills by grade-level.

  o Identify interventions

  o Identify enrichments

- Target interventions and supports

  o Provide additional instructional supports to:

    - Students at risk of not graduating on time

    - Students with disabilities

    - Students who struggled in the prior distance/remote learning environments

    - Students who are English Learners

    - Students identified by teachers and parents as being behind academically

  o Address learning loss with extended learning opportunities

- Before/after school programs

- Saturday school

- Prepare for potential future distance/remote learning by increasing current blended learning

  o Develop a digital learning plan

  o Integrate virtual learning practices

  o Digitizing lessons

- Require a certain number of online assignments for each grading period

- If not embedded in the current curriculum, practice using online resources.

Student Learning (continued)

Category 2
Minimal to Moderate
Community
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year.
    - o Schools can offer their own online courses/programs.
- Utilize courses through a distance learning plan.
- Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing applicable social distancing and sanitation protocol.
- Consider using clear masks for early phonics instruction and speech interventions.
- Implement district or school-wide distance/remote learning plan.
- Consider a policy for online choice accountability (e.g. families allowed to choose between online, in-person, or hybrid modality each term).
- Hybrid models may be implemented and should factor in additional logistical requirements/costs as well as childcare requirements placed on working families and burden on staff.

- Consider allowing special education students to continue in-person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.
- Targeted Distance/Remote Learning: Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable.
- Watch for students who are struggling with age appropriate behavior, especially in key areas such as self-control, self-awareness, social awareness, and responsible decision making.
- Communicate clearly and compassionately with families about concerns about the student.

Student Learning (continued)

Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Implement a robust distance learning plan that: o Provides continued instruction and advances students as applicable to their student needs o Provides individualized services and instructions using trauma-sensitive teaching for all students, including at-risk students o See additional guidance and considerations on trauma-sensitive teaching on Resources website (http://www.sde.idaho.gov/re-opening/index.html)	· Distribute printed instructional packets/materials and district/school communications; designate and communicate collection/drop off points o Include elements for families and for rigor o Provide clear instructions and answer keys o Individualize · Help families with sample schedules and expectations. · Watch for students who are disengaged in/from the virtual setting. · Communicate clearly and compassionately with families about concerns about the student, particularly to determine if lack of access to resources, such as technology, may be contributing to disengagement in the virtual setting.

At-Risk Populations

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 1 No Community Transmission	**Student Considerations**	**School Considerations**
	· Students at risk may need explicit instructions and practice on physical distancing **and sanitation** using additional clear visual information.	· Implement standard operating procedures while taking preventative measures such as:
	· Students at risk may need explicit instruction and several opportunities to practice using software and learning platforms.	o Providing hand sanitizer for students and staff
	· Educate and or assure access of students and family to wrap around services on basic needs, social and mental health services at school.	o Conducting cleaning of classrooms and high-touch surfaces each day
	· Identify compensatory services for students with disabilities.	o Limiting physical interaction through partner or group work
	· Address learning loss by providing additional intervention or extended learning opportunities before and after school programs, Saturday school, etc.	· Establish an academic baseline by administering formative assessments toward the start of the school year as part of the district MTSS process.
	· Provide targeted interventions and support to students at risk based on academic testing in the fall.	· Conduct meetings with teachers to identify where students are academically.
	· Provide additional instructional supports to:	
	o Students at risk of not graduating on time	
	o Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)	
	· Develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services in a blended learning environment.	

At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 1
No Community Transmission

- Discuss the shared experience:
  o When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)
  o Helping Children Cope with Changes
  o Talking to Children about COVID-19
- Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)

- Consider using a clear mask or face covering for at-risk student educators such as intervention staff, related services staff, English Learners staff, general and special education staff since most at-risk students rely on non-verbal cues such as facial expressions including the mouth.
- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- Distribute printed instructional packets/ materials and district/school communications along with meals; designate and communicate collection/drop off points

Category 2
Minimal to Moderate Community Transmission

Student Considerations

- Provide masks or cloth face coverings to students whose families may not be able to provide them for their students.
- Smaller groups for student learning that benefit the at-risk population.
- Special services continue to be provided such as special education classes. EL classes, study skills, after school programming (e.g. cultural classes), either in person or online.
- Coordinate with state agencies and non-governmental organization to provide services to students with disabilities and professional development for educators serving students with disabilities.

- Additional considerations should be given to students receiving special education services who may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.

Category 4 Critical Community Transmission	**Student Consideration** · Assign Case Manager for each at-risk student to contact students daily for check in for need of support in terms of SEL, technical, or other basic needs. (See Resources Site for additional guidance on Social Emotional Learning) · Connect students with wraparound services with support from case managers. · Implement a robust distance learning plan for students with disabilities and other students considered by building team to be at-risk. · See additional guidance and considerations on implementing social emotional learning on Resources Site (https://www.sde.idaho.gov/re-opening/index.html)	**School Considerations** · Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc. · Distribute printed instructional packets/ materials and district/ school communications along with meals; designate and communicate collection/drop off points

Food Service

Category 1
No Community
Transmission

- Implement standard operating procedures while taking preventative measures such as:
  - o Provide hand sanitizer for students and staff.
  - o Encourage students and staff to wear face masks or coverings while in large group gatherings.
  - o Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Evaluate school food service preparation facilities and structures for availability to continue operations.

- Determine capacity for production and service of student meals.
- Determine maximum number of people per room/gathering, and spacing.
- Determine which USDA Nutrition Program regulations and waivers need to be applied to student meal service.
- Coordinate food and nutrition service to determine health and safety factors related to student nutrition programs with your local health department.

Category 2
Minimal to Moderate
Community
Transmission

- Encourage/ Require student hand washing before and after meal service.
- Provide hand sanitizer for students and staff.
- Use disposable plates, utensils, etc. if applicable and practical.
- Mark spaced lines to enter e cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use.
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.

- Alternative Serving Models:
  - o Serving meals in classrooms
    - Use disposable supplies
  - o Serving meals in cafeterias with:
    - Spaced serving lines (marked on floors)
    - Spaced seating (utilize outdoor space as practicable and appropriate)
    - Consider facing all students in one direction.
    - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
- Consider prepackaged boxes or bags for each student instead of traditional serving lines.
- Consider opening up spaces (e.g. outdoors if weather permits, gym, library, etc.) to ensure physical distancing.
- Avoid sharing of foods and utensils.

Food Service (continued)

Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 **Critical** Community Transmission	· Practice established social distancing protocols to the greatest extent practicable. · Provide PPE to participating staff. · Reduce contact with congregated feeding waiver if allowed.	· Reduce contact by delivering a week's worth of meals during a designated time. Allow meal service time flexibility with a waiver. · Distribute instructional materials and menus along with meals. · Suggest using transportation for meals to deliver to students while school is closed.

Transportation

Category 1
No Community Transmission
	· Implement standard operating procedures while taking preventative measures such as:
	
	   o Provide hand sanitizer for students and bus drivers.
	
	   o Encourage bus drivers and students to wear face masks/coverings.
		o Limit field trips to areas with no community transmission.
		
		o Clean and disinfect frequently touched surfaces on the bus at least daily.
		
		o Space students by family groups on buses.
		
		o Air out and deep clean buses when not in use.

Category 2 Minimal to Moderate Community Transmission	· Provide and recommend hand sanitizer for students and bus drivers. · Provide and require face coverings or masks for bus drivers; encourage students to wear face coverings or masks. · Work with contractors as applicable to establish bus driver requirements. · Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable).	· Eliminate field trips. · Clean and disinfect frequently touched surfaces on the bus at least daily. · Establish protocols for bus stops, loading/unloading of children from different households. · See CDC Guidance: What Bus Operators Need to Know.
Category 3 High Community Transmission	Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).	Continue coordination with local health officials.
Category 4 Critical Community Transmission	· Limit transportation of small groups of students from same family that need to come to school facilities to receive services. · Sanitize buses between groups of students.	· Use buses to deliver meals and instructional material to students and families. · Schedule delivery/pick-up in ways that reduce contact to the number of students and families. · Deliver weekly to a limited number of families each day of the week.

Student Athletic Events

· Follow the Idaho High School Activities Association guidelines for sporting events and practices.

At-Risk Students

Idaho defines at-risk students as (Section 33-1001(3), Idaho Code):

A student in grades 6 through 12 who:

    a) Meets at least three (3) of the following criteria:

        i. Has repeated at least one (1) grade;

        ii. Has absenteeism greater than ten percent (10%) during the preceding semester;

        iii. Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;

        iv. Has failed one (1) or more academic subjects in the past year;

        v. Is below proficient, based on local criteria, standardized tests, or both;

        vi. Is two (2) or more credits per year behind the rate required to graduate or for grade promotion;

    or

        vii. Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment;

or

    b) Meets any of the following criteria:

        i. Has documented substance abuse or a pattern of substance abuse;

        ii. Is pregnant or a parent;

        iii. Is an emancipated youth or unaccompanied youth;

        iv. Is a previous dropout;

        v. Has a serious personal, emotional, or medical issue or issues;

        vi. Has a court or agency referral; or

        vii. Demonstrates behavior detrimental to the student's academic progress.

As used in this document, at-risk means students who meet the definition above, regardless of grade and includes:

- Students supported with an Individualized Education plan or 504 plan
- Students with English Learner needs
- Migrant Students
- Students receiving Title I services
- Students receiving Tier 2 social and emotional services
- Students with fragile medical needs
- Students not on track to graduate on time
- Students without devices or at home connectivity
- Native American Students
- Medically vulnerable students

Course Schedules - A/B schedules

- Alternating Days: students would be divided into two groups, likely geographically. Groups would alternate face-to-face and virtual instruction during the week. One example: Group A would attend Monday and Tuesday and work virtually the remainder of the week. Group B would attend Thursday and Friday and work virtually the other days of the week. Wednesday would be a virtual day for most employees so buildings could be cleaned during the week between groups. Another example: Group A Students Monday/Wednesday and Group B Students --Tuesday/Thursday; Friday – distance learning for all students, professional learning for staff, 'off' day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable

- Alternating Weeks: Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable

- Half Days: AM/PM Schedule – consult with School Nutrition Director regarding best approach to serving school meals

- Targeted Distance/Remote Learning

- Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable; see Serving Meals under Substantial Spread for preparing/delivering school meals for students who are remote learning.

- Student Cohort: group of students who attend the same group of courses and are scheduled in a way that they do not share courses with student in different cohorts.

Distance Learning

Distance learning is a method of providing instruction to students outside of the physical classroom and may include online or remote instruction or providing hard copies of instructional materials with communication to students through phone or email or may be combination of all learning modalities. Distance learning may be asynchronous or synchronous.

Hybrid Instruction

Hybrid instruction provides instruction through a combination of in-person/face-to-face instruction and remote or online learning in a way that enhances the overall education experience for the student and provides for continued education progression.

Medically Vulnerable

Medically vulnerable students and staff are individuals who are susceptible to the severe form of COVID-19 and include individuals over the age of 60, individuals with weakened immune systems due to chronic illness or medications, (including autoimmune disease or transplants), individuals with serious long-term health conditions including diabetes, heart disease, emphysema and moderate asthma.

Online Learning

Online learning is a method of providing student instruction and content delivered primarily through an online (internet) platform. Online learning courses or programs are intentionally designed to be delivered remotely and incorporate delivery and instructional techniques designed for an online environment.

Personal Protective Equipment (PPE)

Personal Protective Equipment are special coverings designed to protect personnel from exposure to or contact with infectious agents. These include gloves, facemasks/face coverings, protective eyewear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, lab coat).

Remote Learning

Remote learning is a teaching modality that attempts to replicate the classroom virtually.

Social Emotional Learning

Social emotional learning (SEL) is about the conditions for learning and the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (casel.org). A first focus for planning is on how to maximize perceptions of the school as friendly, inviting, helpful, and caring. Each initial encounter between school staff and students and their families presents an opportunity and a challenge for welcoming and providing support.

Trauma Sensitive Teaching

Teaching strategies consider the students' potential for having Adverse Childhood Experiences (ACES), which may affect their ability to learn, socially interact, and grow. These strategies, employed across all school environments, provide students with consistent, safe environments where healing and growth can occur within the school setting. Adopting a trauma sensitive approach is not accomplished through any single technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. Ongoing internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to embed this approach which can be augmented with organizational development and practice improvement.

RESOURCES

Additional resources, tools, and examples to help schools develop and implement their plans may be found on the State Department of Education website at http://www.sde.idaho.gov/re-opening/index.html.

These resources have been identified through the collaboration of education stakeholders working to develop this guidance and include state specific information around assessments, best practices, and state and national health information. This site will be updated and expanded as additional resources are identified.

This resource also includes specific information around Trauma-Sensitive Teaching, Social Emotional Learning, and Assessments that builds on and expands the references in this document. The resource site also includes general guidance that has been developed by this group in areas of Health Screening at Entry to Facilities, Reducing Transmission, and Transporting Students.