



LEA ARP ESSER Plan – Use of Funds Template

Having an LEA ARP ESSER Plan is a condition of receiving ARP ESSER funds for each LEA.

Instructions: Complete this plan template by engaging in meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Email this completed and signed plan, or a Plan developed by the LEA that includes all requirements, to Lisa at lenglish@sde.idaho.gov by October 1, 2021.

LEA # and Name: Garden Valley Schools District 071

Website link to the LEA's ARP ESSER Plan – Use of Funds: <https://www.gvsd.net/page/arp-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.*

We communicated our ideas for potential uses of ARP/ESSER funds in our monthly Board of Trustees meetings dating back to June 2021. In addition, during the 2020-2021 School year community input was gathered from email communications to parents and from a committee consisting of community members, teachers and administrators. Communications in the form of emails and meetings have been conducted with the faculty and staff of the school system requesting their input and ideas for potential uses of these funds. The superintendent's administrative leadership team has this topic as an agenda item in each weekly meeting.

2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines¹ for reopening and operating schools for in-person learning.*

We will attempt to improve our ability to social distance and maintain a safe environment in our school building by adding modular units on the school property. These units will enable us to move certain district operations out of the school building and free up space for spreading out certain classes and better enabling us to socially distance. We intend to initiate additional sanitizing of the entire building after hours and will utilize these funds to hire additional staff and to purchase supplies for this deeper cleaning of our facilities. We will also construct another deep well on the property as a secondary water supply source, along with a backup generator to ensure we have adequate water supply to maintain proper sanitation.

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,*

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

reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

- a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
- b. Students who did not consistently participate in remote instruction when offered during school building closures; and*
- c. Students most at-risk of dropping out of school.*
- d. Subgroups of students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

We will use these funds to cover the salary of additional paraprofessionals to specifically address learning loss at the elementary level. We have advertised for an additional paraprofessional position to aid in our efforts to improve math skills at the elementary and middle grades, specifically for those students most affected by interruptions in the previous two school years.

We also have purchased a counseling program named "Character Strong" to aid in helping maintain our students emotional wellbeing through this pandemic.

We also will use these funds to pay for the busing of students to our part-Friday, in-person instructional sessions with teachers. These part-Fridays will focus on learning loss deficits and will reinforce our efforts to aid these students in getting back on schedule.

4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

We continue to gather input and ideas from all stakeholders including faculty, staff, parents and community members. We seek feedback and input each month in our Board of Trustees meetings. As we review the suggestions submitted, we will prioritize and select additional uses of these funds.

5. *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

The primary method we will use to ensure we comply with these requirements centers around our process. The superintendent oversees all potential expenditures of these funds. In addition, one staff member in the school district office is responsible for the management of these funds and the administration of potential expenditures of these funds. This strict accountability enables us to ensure we are appropriately dispersing these funds across all socio-economic backgrounds.

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. The school principal and the system superintendent are jointly monitoring student progress on a weekly basis through the review of grades and trends in grading. The administration team will continue to meet and monitor progress on a consistent basis. Additionally, teachers are encouraged to devote particular attention to the monitoring of struggling students that have been adversely affected by learning loss situations.

Section 2: Assurances

Assurance	LEA Response	
	Yes	No
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Signatures

Superintendent/Charter Administrator Printed Name:		Randy Thompson
Superintendent/Charter Administrator Signature:	Date: September 24, 2021	
Local Board of Trustees, President's Printed Name:		Skye Davis
Local Board of Trustees, President's Signature:	Date: September 24, 2021	

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