



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 english@sde.idaho.gov by October 1, 2021.

LEA # and Name: Bruneau-Grand View Joint School District #365

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

https://www.sd365.us/acctnt_142250/site_142251/Documents/Safe-Return-to-In-Person-Instruction-and-Continuity-of-Services-Plan-Checklist.pdf

Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.*

The BGVSD implemented an advisory plan for including community members, students, and school staff in the budget review process two years ago specific to the review of ESSER fund use. This plan includes an expectation that it will be reviewed every 6 months to determine developing needs, transitions, and funding changes. Currently, two trustees on the BGVSD board serve on the budget committee and provide guidance to the other board members. The timeline for budget review begins in July at the start of a new fiscal year with the sharing of school funding numbers with board members and data posted on the SD web site under board docs. As planning for the new school year continues, the allocation of funds is evaluated by volunteers from the community and staff who have an interest in providing input on allocation and current needs. Building administrators ask for volunteers and contact specific individuals who have direct ties to budget items, such as maintenance, athletics, curriculum, and transportation. Stakeholders are invited to meet 1:1 or in groups to discuss needs and to provide expenditure data. The public is informed through our district web page and our mass email communication app (Smore) of opportunities to review and have input at monthly meetings and the location of public access to district financial data.

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.*

Funding will be used in two ways; first, to mitigate the learning loss that has occurred due to school closures and limited face-to-face instruction, and second, fund use to improve student connectivity and learning opportunities to overcome the same learning challenges that will likely continue to impact our schools. In accordance with CDC guidelines, students who are symptomatic will be quarantined for the recommended time outside of the school environment. To meet the needs of these students, technology will be used to keep students connected with teachers so that relevant learning can continue without loss of learning. This requires that teachers work extra hours outside of their regular school day. Compensation for those extra hours will be funded through the ESSER funds. The purchase of WIFI enabled devices, hotspots, apps, and other relevant learning devices or materials will also be funded. Keeping students connected to teachers is the priority. To mitigate learning loss teachers have been

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

working to evaluate student progress and needs to best focus efforts into specific areas of deficit. Once these areas are defined, the use of funds is directed towards interventions that show the best success in accelerating recovery and development of skills. Funding is focused on language acquisition, math skill development, critical thinking, and other areas of learning loss. Purchasing of professional development for teachers and paraeducators, new technology; computers, iPads, language translators, apps, field trip funds, guest presenters, and classroom consumables all fall into these expenditures for student engagement needs. As students require more distance from peers, per CDC guidelines, it also becomes important to keep them connected in the learning and collaboration process. Students have access to each other through technology and can share essential communication and ideas through this medium without risking transference of a virus.

3. *Describe how the LEA will use no less than, 20% of allotted ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely 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.*

Currently, our district is providing multi-tiered interventions with elementary students to identify and provide interventions for students who have experienced learning loss and are off track from their peers. To accomplish this the district employs additional para educators to work directly with those identified students as they are assigned support by the PLC team after reviewing assessment and behavioral data. Ongoing training is funded through emergency funds as is the purchase of hardware, software, and apps to support targeted student needs. On the secondary level, the development of interventions to support students who have experienced learning loss is targeted through two separate plans. Teachers identify students who need mandatory, intensive intervention and assign them to lunch time intervention (LTI) in which students report to specific rooms to receive 1:1 support with teachers and para educators to learn what they are experiencing in deficit from absenteeism or quarantine. The second intervention is What I Need (WIN) time. Students engage in self-evaluation with teacher data regarding their progress and then decide for what they need to catch up, stay current, or guide individual learning goals. Teachers provide options specific to these needs, as determined by students, and then students attend the WIN time location that best meets their needs. The design and planning for WIN time is done outside of regular contract hours as many teachers met over the summer to plan and organize for these interventions. They continue to meet, organize, and train other staff in this endeavor as it will likely take time to develop to full effectiveness and serve all student populations effectively. With these directed k-12 interventions, teachers and staff can provide quality on line support for students who are unable to attend school for short and extended periods of time, including the engagement in self-evaluation and data collecting to aid a student and parents in determining needs. To mitigate the connectivity issue, the district is also installing Wi-Fi systems on all buses to allow for greater connectivity for students as they ride to and from school daily and to and from events (sports, field trips, etc.) Our school facilities are also being upgraded to allow for the parking lots to allow access to Wi-Fi in an effort to create greater accessibility for students and community access. These, along with the purchase of mobile hot spots allow BGVSD to engage students in remote locations where a family may not have access to internet services. We continue to use

these funds to purchase Chromebooks for students to utilize in school and at home to support student learning and minimize the lack of 1:1 time that can occur when quarantined. While these interventions are broad enough to benefit all students the most impacted population are those from low-income homes, and/or homes in which communication is most difficult due to language barriers. Our district will be increasing the communication structure further utilizing a phone app that will allow for immediate information regarding school and district opportunities and events to be transmitted over email, text, voicemail, Facebook, Twitter, and Instagram in multiple languages. This will increase the connectivity of the school district with traditionally underserved families and support their involvement in the learning goals of the district.

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.*

To maintain a continuity of service across the district, schools will receive an allocation based on days closed or online due to sickness, student absences, formative assessment data, and the identification of "at-risk" population enrollments.

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.*

Our interventions are designed to meet student needs in a least invasive, personally directed design. At the start of the school year students meet with advisors to discuss and design specific goals to meet their learning needs. After identifying areas in need of growth or support, the student enrolls in available tutoring periods with teachers who then can provide 1:1 instruction. These tutoring opportunities are available by choice while another opportunity for lunch time tutoring is made mandatory for students who are failing to complete work in regular classrooms. Between these two scheduled interventions, students can keep caught up on their work, pass classes, make learning progress with their peers, and remove some of the stress and anxiety over the belief that they are behind. As these students are also typically the ones experiencing the greatest anxiety related to covid and "aloneness", the time in 1:1 with teachers and other staff will allow for a deeper connection and potentially referral to our counselors for support. As we recognize that covid, the mental health issues related to it, and the academic challenges experienced by students, we also recognize that it can affect every student no matter what their socio-economic circumstance may be. Our intervention is intended to meet the needs of all students and to be able to be fine-tuned to provide the needed depth for individual needs.

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.*


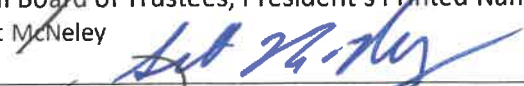
The strategies/interventions implemented to address gaps in student learning and well-being. The BGVSD has several monitoring programs in place. We utilize the progress monitoring programs in our schools (IRI, DWA, iStations, etc.). Teachers are also organized into PLCs to review student progress data each month. This data is specific to progress in meeting content standards, life skills, and behaviors. Adjustments are

made when students are identified as needing extra support or other specific interventions. This data is also shared and tracked.

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: Jeff Blaser	
Superintendent/Charter Administrator Signature: 	Date: February 21, 2023
Local Board of Trustees, President's Printed Name: Scott McNeley	
Local Board of Trustees, President's Signature: 	Date: February 21, 2023