



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: Valley School District #262
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Website link to the LEA’s ARP ESSER Plan – Use of Funds: www.valleyvikings.org
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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.*

Input is sought and received through Title I parent meetings in the fall and spring, two Parent-Teacher conferences held in October and March, through parent surveys conducted in the spring, a Title I & Title III/EL Parent Reading Night, monthly Board meeting open to the public. During our April 2021 board meeting our trustees listened to public input regarding our back-to-school measures and safety protocols. August & September board meetings public input was heard regarding our back-to-school plans.

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

Funds will be used for: Cleaning and disinfectant supplies, F/T nurse to conduct screening, testing, tracing protocols, Rapid Testing packets, an additional adult aide to assist with protocols and communicating with the public, and mitigation supplies, i.e., masks, gloves, gowns, and wipes.

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; Idaho Digital Learning Academy for online instruction.*

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

- b. *Students who did not consistently participate in remote instruction when offered during school building closures; **School-produced packets sent home, Summer School Credit Recovery***
- c. *Students most at-risk of dropping out of school. **Summer School Credit Recovery and Cornerstone Alternative 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. **Response to Intervention program, and Monday Tutoring***

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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.*

Valley will spend the remaining ESSER funds to continue the newly formed alternative school. We will also spend funds on our Summer Credit Recovery program & Monday Tutoring program. Our school nurse has been funded on a P/T basis and we will seek to use funds for a F/T position as well as an adult aide to help assist with back-to-school protocols. All of these particular programs and personnel are aimed at supporting student success for all students.

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.*

Response to Intervention is one of the most successful programs at Valley. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions and support to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and paraprofessionals. The staff at Valley School District is committed to this program, as well as others, to help all children.

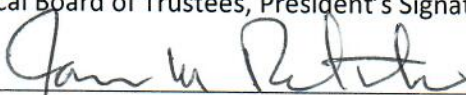
6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

Valley monitors progress through various means: Pre & Post assessments, the Idaho Standards Achievement Test, i Station, Interim Testing, Aims Web, and regular progress monitoring.

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: Eric Anderson	
Superintendent/Charter Administrator Signature: 	Date: September 23, 2021
Local Board of Trustees, President's Printed Name: Jim Ritchie	
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.