



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: Kuna SD #3

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

<https://www.kunaschools.org/Page/391> (See Districts Operations Plan (COVID Pandemic))

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.*

Kuna school district performed meaningful consultation with the following stakeholders:

Students, families, district administrators, including special education administrators, teachers, principals, school leaders, other educators, school staff, and the community, had an opportunity to provide input through a survey.

The following in-person stakeholder's input sessions were held:

- Superintendent Advisory Committee (parents and students)
- Strategic Planning Committee (business, parent, city officials, and staff)
- School and program leaders. The school leaders represent the interest of children with disabilities or children served by the Every Student Succeeds Act (migrant, English learners, economically disadvantaged, at-risk, etc.)
- Kuna Education Association

Our elected Kuna Board of Trustees considered feedback as we finalized our plan and budget and provided additional opportunities for feedback. Specifically,

- The proposed use of funds list was compiled considering the feedback from the survey. Following that, the district organized an ESSER grant workshop. During this workshop, the School Board members had an opportunity to provide meaningful input and reviewed each proposed use of funds.
- In addition to these, each of the Board of Trustees' regular meetings includes an update on the plan and provides an opportunity for "delegations" or public feedback on its plan. As the plan was finalized in July through September, patron feedback before and at the meeting was significant. The Board also publishes with the agenda a link to emails it received on the plan in lieu of in-person feedback. While the Board is not required to, during this time, it has greatly expanded public access to its meetings and discussions of its plan by live-streaming meetings.

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.*

Hire additional teachers: In addition to expanding staff to support learning, this also helped return class sizes in elementary schools.

Upgrade to the HVAC system: In order to reduce the risk of virus transmission and exposure to environmental health hazards, the district has upgraded the HVAC system.

Hire additional health aides: The district hired additional health aides to support our nursing team as they support students and families during the pandemic and promote wellbeing of staff and students in our buildings.

Provide sanitizing materials: The district has been purchasing PPE, cleaning and sanitizing materials, and other emergency supplies necessary to adequately respond to the pandemic.

Provide telehealth add-on for staff: With the intention to promote health care, the district enhanced the existing telehealth service which is free for staff and family members.

Offer rapid COVID Tests: The district has access to free rapid tests to allow staff and students to be tested as soon as possible. Currently, there is no need to use ESSER funds until the free resources are exhausted.

Promote vaccination: The district has shared information with staff and students about where to access COVID vaccine. In addition, the district provided time away from work as needed for staff to get COVID vaccinations.

Provide access to data about COVID in our schools: The district has created three digital dashboards for our stakeholders to monitor the health of our schools. This includes data about COVID related absences, COVID positive cases, and what mitigation strategies are optional, recommended, or required.

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.*

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

- 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.*

Increase staffing to allow for a coordinator of our family resource programs. The position is housed at Ross Elementary School. This position also provides support for our families who are *homeless*.

Supported six special education certified positions to accommodate learning needs of our identified *special education students*.

Hire additional teachers: In addition to expanding staff to support learning, this also helped reduce class sizes in elementary schools. We are expanding our supports for *English learners* by adding another EL program at Crimson Point elementary and among our new teachers includes a new *Dual Language teacher* at that school. Crimson Point also will be the support site for *non-English, non-Spanish speaking* newcomers who are immigrants to our community.

Hire interventionists: All schools hired additional interventionists, who are also highly qualified teachers, to work *with at risk students* who need more support in meeting the learning goals.

Ensure access to remote learning: Each student has a device allowing the student to continue learning when not in school. Teachers are asked to keep their LMS (Schoology or Google Classroom) current so students who have to quarantine can access learning. We also made Wi-Fi hotspots for families in need. The district also partnered with business and community to provide devices to families.

Provide incentives to address teacher, staffing shortage: ESSER funds will be used until alternative funds are available. In order to support in-person learning and reduce the risk of the district's closure due to the lack of substitutes, the district will offer substitute incentives on top of what substitutes already make.

Provide extended learning opportunities: We have and will offer summer programs for elementary, secondary students at risk and those who need additional support.

Ensure equitable access to athletics programs: For many students at risk of dropping out or who struggle academically, high-quality extracurricular programs provide the motivation to continue in their learning. ESSER funds will help ensure programs continue and excessive fees are not needed in order to support students participating in sports. ESSER money will be used to supplement sports programming.

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.*

The remaining ESSER funds will be used to provide equitable access to all district students' including students served by the Every Student Succeeds Act (migrant, English learners, economically disadvantaged, at-risk, etc.). For example, Wi-Fi hotspots are prioritized for families in need. Students' devices are being repaired and replaced regardless of families' ability to pay for repairs.

The district invested in communication systems to ensure it can quickly inform parents about decisions that impact their students such as canceled bus routes, changes in services, and other information referenced in this report.

The district will invest in a system to better monitor student learning and identify areas of need and also a system that will provide timely feedback for parents and students about learning and attendance.

As the district analyzes its data on student achievement and learning loss, it will provide professional development to support teachers as needed.

Operating during the pandemic has required the district to adapt to changing circumstances. The district will continue prioritizing and putting resources where it needs to be in order to maintain equitable access to education.

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.*

We have in place a robust multi-tiered system of support to identify needs for all students.

Based on that system we've done the following:

Additional health aides: The district hired additional health aides who work under the direction of the district's nurses to prioritize student well-being and health.

Interventionists: All schools hired additional interventionists who are highly qualified certified teachers to work with students who need more support in meeting the learning goals.

Supplementing special education program: The number of students eligible to be served under the Individuals with Disabilities Education Act (IDEA) is growing rapidly. The district is utilizing ESSER funds to supplement the existing program to ensure that individual students' needs are met.

Community resource coordinator: We added this position, not with ESSER funds, but to help address the needs of our families and coordinate services with our community. This includes help for meals, housing, clothing, mental health services, etc.

Counselor at the high school: We added this position to support our students who after a period of remote only and hybrid learning adjust to in-person learning.

School Resource Officer: We added a fourth person to support our schools and students with increased behaviors in our secondary schools.

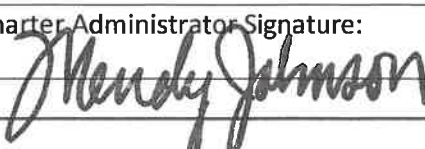
6. Describe how the LEA will consistently monitor student progress and the effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.


We have in place a robust multi-tiered system of support to identify needs for all students. In addition to state assessments, our district also uses iStation and iReady assessments in reading and math in our elementary grades; STAR assessments in our secondary grades; grade-level assessments developed in professional learning communities, etc. to continuously monitor student learning. Student well-being is addressed through our Positive Behavior Interventions or PBIS. Also essential to student well-being and success is our comprehensive extracurricular activities, music and sports programs, and our strong partnerships with families and school parent advisory committees.

Section 2: Assurances

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

Signatures

Superintendent/Charter Administrator Printed Name: Click or tap here to enter text. <i>Wendy Johnson</i>	
Superintendent/Charter Administrator Signature: 	Date: <i>10/21/21</i> Click or tap to enter a date.

Local Board of Trustees, President's Printed Name: JD Grant	
Local Board of Trustees, President's Signature: 	Date: 10/21/2021

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