



## 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](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

<b>LEA # and Name:</b> 511 Peace Valley Charter School
--

<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="http://peacevalleycharter.org">http://peacevalleycharter.org</a>
--

### 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.*

Beginning in the spring of 2021, PVCS' business manager, charter administrator, and board treasurer reviewed the funding allocation and the use of funds. Some needs were identified at that level. Continuing on, additional needs were found when consulting with the school faculty and staff during post-planning for the 2020-2021 school year. Additionally, the community was invited to participate in this review through a Safe Return to In-Person Learning Task Force which was open to parents, faculty, and students grades 5-8. This committee started last school year and continues to meet monthly throughout the 2021-2022 school year. A Safe Return to In-Person Learning Plan was formed in July 2021 and approved by the board in August 2021. It remains available to the public on our website and the task force is charged to consider any amendments to the plan and make recommendations to the school board, as needed.

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<sup>1</sup> for reopening and operating schools for in-person learning.*

ARP ESSER Funds will be used for additional cleaning supplies and custodial services. Funds will also be used to provide substitute teachers to allow teachers and staff to quarantine when needed or to stay home when testing positive for COVID-19 to prevent communal spread. Personal protective equipment will also be purchased. With respect to learning loss, additional staff paraprofessionals have been hired to support academic concerns as well as social emotional learning.

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,*

---

<sup>1</sup> 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.*

Evidenced-based interventions are implemented through the guidance of the response to intervention team and coordinator. Additional staffing have been added to support this area through proper RTI strategies and guidance to assess, intervene and monitor academic areas of concerns for students. All data available is being reviewed to consider students that need additional support including, but not limited to, attendance, participation in remote learning, state assessment scores, STAR assessments, DIBELS, easyCBM, and other assessment and progress monitoring.

- 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.*

Lastly, the funds will be used for a portion of the cost for the school's new roof. Last year, the school was forced to close for a few instructional days due to a failure in the roof to prevent leaking into the building. This caused many classes to be unsafe for teaching and learning, and did not allow for social distancing. The impact of the leaky roof remained a safety issue. Other funding have been secured to pay for a significant portion of the cost of the roof. The improvement sets up the property for future improvements to rooftop HVAC system.

- 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.*

Through teacher referral, students can participate in either an animal assisted intervention or a mindfulness intervention. These small groups that meet throughout the week are coordinated by licensed professionals in their field. These are direct interventions to support the social-emotional health of the student body.

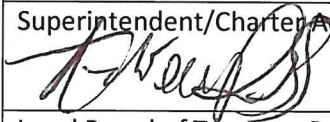

- 6. Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.* The school has a curriculum, intervention and assessment committee that reviews data with respect to student benchmarks and progress monitoring of academic growth. This is also

reviewed during whole faculty meetings to assess student concerns and developing targeted instruction within the RTI program. Additionally, the animal assisted interventionist and mindfulness interventionist are collecting data along with the school to see how these interventions are impacting in class behaviors and disciplinary referrals.

## 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: Andrew Ross	
Superintendent/Charter Administrator Signature: 	Date: October 22, 2021
Local Board of Trustees, President's Printed Name: Eric McDonald	
Local Board of Trustees, President's Signature: 	Date: October 22, 2021

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