



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: Horseshoe Bend School District #73

Website link to the LEA's ARP ESSER Plan – Use of Funds:
https://www.hsbschools.org/school_board/state-_required_plans

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.*

Horseshoe Bend School District's process for engaging meaningful consultation with stakeholders began in July 2021 and includes patron/parent/community surveys, staff meetings, and board meetings. Staff meeting and board meetings are held monthly. Stakeholders have had and continue to have the opportunity to provide input in the development of this plan, as well as the development of all COVID-related plans, by attending board meetings, reaching out to trustees, reaching out to administration, etc...

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.*

Our 2021-22 COVID Operating Plan outlines the prevention and mitigation strategies we are implementing for reopening and operating schools for in-person learning, consistent with CDC guidelines. While the plan can be viewed on our website, prevention and mitigation strategies include frequent cleaning/sanitizing of facilities, making masks available for all students/staff, encouraging vaccinations, splitting large classes in the elementary school to ensure physical distancing, upgrading our HVAC system to improve air flow/filtration, remodeling locker rooms to help ensure physical distancing, VAULT testing students, ensuring quarantined students have access to online learning, etc... All of these efforts require funds be dedicated towards their implantation (extra staff, furniture, cleaning supplies, etc...).

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.*

While all schools in our district provided in-person learning all year during the 2020-21 school year, summer learning and enrichment programs were made available to all students during the summer of 2021, and particular attention was given to students identified as being the most-impacted by lost instructional time due to COVID-related absences. We will continue to monitor learning/learning loss through internal testing (NWEA MAP), and adjustments will be made as needed. Plans for afterschool programs to provide evidence-based interventions are in the planning phase, and will be implemented on an as-needed basis.

Many students in the Special Education subgroup (IEP/504) were identified as negatively impacted by lost instructional time (primarily from the state-wide closures in the spring of 2020), and have historically been our students most at-risk of dropping out. Summer programs, including an extended school year, as well as hiring another Special Education Teacher and two more para-professionals are examples of efforts to address learning loss funded by ARP ESSER dollars. Non-Special Education students identified as at-risk of dropping out were also invited and encouraged to attend summer programs and the extended school year.

Other examples of ARP ESSER funds used/planning to be used to address learning loss are improved curriculum in select grades/subjects, intervention programs, IDLA remediation courses, etc...

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 plan to continue with summer enrichment, remediation efforts, and possible after-school programs. Additionally, the extra Special Education teacher and para-professionals hired to address learning loss amongst the SPED student population will continue to be funded by ARP ESSER funds until those funds are exhausted.

We are also using ARP ESSER funds on two capital improvement projects. 1. HVAC Improvement. Our ventilation system is antiquated and inadequate in two of our student-occupied buildings. This was an inconvenience prior to the pandemic, but proper air flow/filtration is important in stopping the spread of COVID. 2. Locker Room Remodel. Our gym building locker rooms are very small and inadequate for physical distancing of PE classes and interscholastic athletic competitions. By turning a multi-purpose room into another locker

room/restroom, we will better be able to keep students and student-athletes physically-distanced.

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 will ensure that implemented interventions are responsive to the academic needs of all students through frequent formative assessments, including NWEA MAP testing, IRI, iStation, and classroom-specific assessments.

We will ensure that implemented interventions are responsive to the social, emotional, and mental health needs of all students by carefully monitoring students, particularly those identified as at-risk, discussing student needs through our CARE Team protocol, and surveying students and parents.

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.*

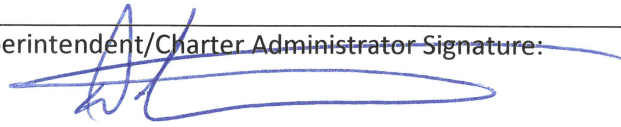

We will monitor student progress and effectiveness of strategies/interventions implemented to address gaps in student learning and well-being are responsive through frequent formative assessments, including NWEA MAP testing, IRI, iStation, and classroom-specific assessments.

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: Dennis Chesnut	
Superintendent/Charter Administrator Signature: 	Date: November 17, 2021
Local Board of Trustees, President's Printed Name: Acacia Fisher	
Local Board of Trustees, President's Signature: 	Date: November 17, 2021

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