



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

LEA # and Name: Kuna SD #3	Last Updated 10/12/2023
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 various 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 input sessions were held:

- Superintendent Advisory Committee (comprising parents and students)
- Strategic Planning Committee (involving business representatives, parents, city officials, and staff)
- School and program leaders, with a focus on representing the interests of children with disabilities or those served by Every Student Succeeds Act (such as migrant students, English learners, economically disadvantaged students, and at-risk students)
- 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 a survey. Following that, the district organized an ESSER grant workshop, during which School Board members had an opportunity to provide meaningful input and review each proposed use of funds.
- In addition to these efforts, each of the Board of Trustees' regular meetings includes an update on the plan and provides an opportunity for 'delegations' or public feedback on the plan. As the plan was finalized from July through September, patron feedback before and at the meeting was significant. The Board also publishes a link to emails it received on the plan in place of in-person feedback. While the Board is not required to, it has

greatly expanded public access to its meetings and discussions of its plan by live-streaming meetings.

- Every year, the Chief Financial Officer presents a budget to the Board. This budget includes a specific section that discusses how ESSER funds are being used. The detailed budget document breaks down each category of expenses funded by ESSER, and this information is made available for the public to review

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 reduce class sizes in elementary schools

Upgrade cleaning and sanitizing equipment: To reduce the risk of virus transmission and exposure to environmental health hazards, the district has made investments in cleaning and sanitizing equipment

Hire additional health aides: The district has hired additional health aides to assist our nursing team in supporting students and families during the pandemic and promoting the well-being of staff and students in our buildings

Provide sanitizing materials: The district has been procuring PPE, cleaning and sanitizing materials, as well as other emergency supplies necessary to effectively 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 for immediate staff and student testing.

Promote vaccination: The district shared information with staff and students on where to access COVID vaccines. Additionally, the district allowed staff to take time off as needed to receive their COVID vaccinations.

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;*

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; 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.*
- Increased staffing to support our family resource programs, with the coordinator's position located at Ross Elementary School. This role also provides support to our homeless families.
 - Supported several special education certified positions to better meet the learning needs of our identified special education students.
 - Hired additional teachers to expand our staff and reduce class sizes in elementary schools. We're enhancing our support for English learners by adding an EL program at Crimson Point Elementary. Among our new teachers is a Dual Language teacher at that school. Crimson Point will also serve as the support site for non-English, non-Spanish speaking newcomers to our community.
 - Hired interventionists at all schools, who are also highly qualified teachers, to work with at-risk students needing additional support to meet their learning goals.
 - Ensured access to remote learning by providing each student with a device (or the option to check one out) to continue learning when not in school. Teachers are encouraged to keep their Learning Management System (LMS) up-to-date so that students who need to quarantine can access their coursework. We also created Wi-Fi hotspots for families in need and partnered with businesses and the community to provide devices to families.
 - Provided incentives to address teacher and staffing shortages using ESSER funds. This includes offering substitute incentives on top of existing pay rates. ESSER funds were also used for retention and loyalty bonuses to retain instructional personnel and address learning loss.
 - Offered extended learning opportunities through summer programs for at-risk elementary and secondary students in need of additional support.
 - Ensured equitable access to athletics programs for students at risk of dropping out or facing academic challenges. Between 2020-2021 ESSER funds were used to ensure these programs continued without excessive fees, supporting students' participation in sports.
 - Used ESSER funds to supplement the Title II-A Program (teacher instruction) to keep mentoring teachers and provide supplemental professional development curriculum.
 - Invested in various technology hardware and software purchases to maintain smooth operations.

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 district will continue using the funds for interventionists, health aides, instructional coaches, and technology, as mentioned above.
- These funds will be used to ensure equitable access to all district students, including those served by Every Student Succeeds Act (migrant, English learners, economically disadvantaged, at-risk, etc.). For example, Wi-Fi hotspots are prioritized for families in need, and students' devices are being repaired and replaced regardless of families' ability to pay for repairs.
- The district has also invested in communication systems to quickly inform parents about decisions that impact their students, such as canceled bus routes, changes in services, and other information referenced in this report. Additionally, the district has invested in a system to better monitor student learning and identify areas of need, as well as a system that will provide timely feedback for parents and students regarding 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 allocating resources where needed 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.*

The District has 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 extra health aides who work under the guidance of the district's nurses to prioritize student well-being and health.
- **Interventionists:** All schools have recruited additional highly qualified, certified teachers as interventionists to support students in meeting their learning goals.

- Supplementing Special Education Program: The number of students eligible for services under the Individuals with Disabilities Education Act (IDEA) is rapidly increasing. ESSER funds are being used to enhance the existing program, ensuring individual students' needs are met.
- Community Resource Coordinator: We added this position, not using ESSER funds, to address the needs of our families and coordinate services with our community. This includes assistance with meals, housing, clothing, mental health services, and more.
- Counselors and Social Workers: With support from grants from Health and Welfare, we were able to assist students transitioning from remote and hybrid learning to in-person instruction.
- School Resource Officer: With assistance from other grants, we added a fourth person to support our secondary schools and students with increased behavioral needs

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.



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

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.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<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.	<input checked="" type="checkbox"/>	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

individual with a disability, will be provided in an alternative format accessible to that parent.		
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.	
Superintendent/Charter Administrator Signature: 	Date: Click or tap to enter a date. 10-17-2023
Local Board of Trustees, President's Printed Name: JD Grant	
Local Board of Trustees, President's Signature: 	Date: 10-17-2023