



IDVA ARP ESSER Plan – Use of Funds

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: LEA #452 Idaho Virtual Academy
Website link to the LEA's ARP ESSER Plan – Use of Funds: https://idva.k12.com/about-our-school/school-information.html

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.*

ARP ESSER/ESSER III Funds was on the agenda at the Idaho Virtual Academy (IDVA) board meeting held on June 17, 2021. The meeting was open to the public with agendas posted as prescribed by Idaho open meeting law. Contained in the Board's packet for the June meeting were materials relating to all ESSER funds and programs, the limitations relating to expenditures and the proposed plans for expenditures. The Head of School had prepared information and her designee reviewed and discussed these matters with the Directors. The Board approved the proposed use of funds for the designated and allowable purposes.

IDVA held the annual Back to School Parent meeting on September 9, 2021. The meeting was advertised in IDVA's September 2021 edition of the school newsletter, on the school's online school announcement site and included this agenda item:

ARP ESSER Use of Funds-consultation and opportunity to provide input into the development of our plan

All IDVA parents and students, including those 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 were invited to the virtual meeting. IDVA's ARP ESSER plan was reviewed with parents and staff who were present at the virtual meeting, and input was taken. The meeting was recorded and the link communicated to staff, parents, and students via an online school announcement and the school newsletter. Included in the communications was a link to submit feedback on the plan. <https://www.surveymonkey.com/r/W3GN565>

IDVA's ARP ESSER plan was posted to the website listed above along with a link to submit feedback on the plan. <https://www.surveymonkey.com/r/W3GN565>

IDVA reviewed, and will continue to review and consider, all feedback submitted via the submission survey link and by other means.

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.*

IDVA is a virtual school. As such, students and staff predominantly participate in instruction from their households. In-person opportunities may include local meetups at locations across the state for academic support and socialization opportunities, as well as proctored state testing offered at locations across the state. During these in-person learning opportunities, the school will follow the IDVA Safe Return of In-Person Instruction and Continuity of Services plan posted on the school's website (<https://idva.k12.com/about-our-school/school-information.html>). ARP ESSER funds may be used to purchase personal protective equipment (PPE) to be utilized at the school's in-person opportunities, as needed.

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.*
- 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.*

IDVA will use no less than 20% of allotted ARP funds to address learning loss. Activities in the plan for FY21 and FY22 will/do address bullet points a-d and include, but are not limited to: summer school opportunities utilizing qualified staff and evidence-based academic intervention curriculum; providing an internet service subsidy for summer school students; in-year evidence-based academic intervention curriculum and materials; additional qualified math and ELA teaching staff for the regular school year (including staff computer and phone equipment and online school access); the addition of Career Readiness courses and instructors beginning with 8th grade and expanding to other middle school grades and high school; teaching aides such as document cameras and whiteboards for elementary teachers to utilize during live classes; English Learner (EL) instruction and support training for general education teachers with EL students; instructional coaches for all teachers (including ongoing professional development and Jim Knight book study for coaches and administrators); other professional development including, but not limited to: intervention curriculum-specific training for intervention teachers; Solution Tree's Teaching English Learner Students in a Remote or Blended Learning Setting PD for our EL teachers; Family and Community Engagement conference; book studies; professional development to address supporting students from low-income families, students of color,

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

English Learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students. Activities for FY23 will include many of the items listed in the plan for FY21 and FY22 and may continue activities addressing learning loss which were funded through other grants such as ESSER II prior to FY23. Activities will address bullets a-d above and, in addition to some or all of the activities listed for FY21 and FY22, may include: a special education transition coordinator; additional student attendance support staff; an assistant special programs academic administrator; graduation coaches for high school students; student success coaches for K-8 students; and/or a student success administrator.

1. *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.*

IDVA will spend ARP ESSER funds consistent with 2001(e)(2) of the American Rescue Plan Act (see below). Funds will be allocated districtwide based on student need and will be equitable and inclusive in supporting student success. Data will be analyzed and considerations will be made for students who are showing learning loss, low-income families, students of color, racial and ethnic minorities, English Learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

2001(e) USES OF FUNDS.—A local educational agency that receives funds under this section—
(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

- (A) Any activity authorized by the Elementary and Secondary Education Act of 1965.
- (B) Any activity authorized by the Individuals with Disabilities Education Act.
- (C) Any activity authorized by the Adult Education and Family Literacy Act.
- (D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- (E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (J) Planning for, coordinating, and implementing activities during long-term closures, including

providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

2. *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.*

IDVA will balance school counselor time and attention across the three domains of student development – academic, career, and social-emotional. IDVA has decreased counselor to student ratios and will increase the frequency of direct interactions between school counselors and students/parents.

IDVA's School Social Worker, 504 Coordinator, Special Education staff, English Learner staff, Student Success Coaches, and Graduation Coaches will provide additional support to 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.

IDVA's Social-Emotional Learning (SEL) Site Team has developed a 7 Mindsets SEL Learning Plan for SY 2021-2022. IDVA will hold 7 Mindsets classes for students monthly September through April. Parent Newsletters covering the 7 Mindsets monthly topic will be distributed to parents in conjunction with each class. IDVA staff were trained on 7 Mindsets in SY 2020-2021 and will participate in asynchronous staff training in September and synchronous monthly trainings for SY 2021-2022.

3. *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.*

IDVA will monitor student progress and effectiveness of strategies/interventions through the following methods.

*K5 and 6-12 Assessment Plans (see Appendix) – Analysis conducted after each instructional cycle and students assigned to appropriate academic pathways.

*Director of Academics/Principals/Teachers will carefully review NWEA data after the BOY, MOY, and EOY. Teachers will use the NWEA learning continuum to identify skills to reteach during teacher-led small group sessions.

* IDVA teachers will track mastery of essential grade level standards using individual mastery of essential standard tracking spreadsheets. All individual teacher mastery of essential standard tracking spreadsheets will be uploaded to OneNote after each instructional cycle.

*Regular data conferences between administrators and between principals and teachers.

*Family check-in surveys – 7 short surveys will be sent to parents/guardians over the course of the school year. Surveys will focus on preparation (beginning of school year), student success perceptions, ability to keep up with schoolwork, and assistance needed. Surveys will be analyzed for individual and group needs and follow up will be conducted in a timely manner.

*Social Emotional Learning (SEL) student pre- and post- surveys.



*Quarterly student/counselor meetings.

Translation note: Non-English readers may utilize online translation services such as Google Translate (<https://translate.google.com/>) to view the plan in another language. For additional translation assistance, please, contact our school at 208-322-3559.

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: Kelly Edginton	
Superintendent/Charter Administrator Signature: 	Date: September 16, 2021
Local Board of Trustees, President's Printed Name: Bjorn Handeen	
Local Board of Trustees, President's Signature: 	Date: September 16, 2021

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

Appendix

K5 Assessment Plan SY 21/22

Date	Assessment	Grade Level
September 7 th to 10 th	IXL ELA Diagnostic	K-5
	IXL Math Diagnostic	K-5
	**Review SY 20-21 ISAT results	3-5
September	IRI Testing	K-3
September 27 th to October 9 th	Beginning of Year (BOY) NWEA Diagnostic Reading	K-5 2-5
	Beginning of Year (BOY) NWEA Diagnostic Math	K-5
	Make Up testing October 4 th to October 9 th	
November 18 th	ISAT Math and ELA Interims	3-5
January 20 th	ISAT Math and ELA Interims	3-5
	Mid-Year ISIP	K-3
February 7 th to 18 th	Middle of Year (MOY) NWEA Diagnostic Reading	K-5 2-5
	Middle of Year (MOY) NWEA Diagnostic Math	K-5
	Make-Up Testing February 15 th to 18 th	
March 10 th	ISAT Math and ELA Interims	3-5
April-May	State Assessments	K-3 IRI K-5 ISAT
May 16 th to 27 th	End of Year (EOY) NWEA Diagnostic Reading	K-5
	End of Year (EOY) NWEA Diagnostic Math	2-5
	Make-up testing May 23 rd to 27 th	

6-12 Assessment Plan

Date	Assessment	Grade Level
September 7 th to 10 th	Aleks Initial Knowledge Check IXL ELA Diagnostic **Review SY 20-21 ISAT results	6-11
September 27 th to October 9 th	Beginning of Year (BOY) NWEA Diagnostic Math and Reading Make Up testing October 4 th to October 9 th	6-11
October	PSAT	10
November 15 th	ISAT Math and ELA Interims	6-11
January 20 th and 21 st	Online S1 Finals (9 th -12 th) ISAT Math and ELA Interims	9-12 6-11
February 7 th to 18 th	Middle of Year (MOY) NWEA Diagnostic Math and Reading Make-Up Testing February 15 th to 18 th	6-11
January-May	Civics Assessment	12 (Senior Government)
April or May	SAT	11
April-May	State Assessments	6-8 and 10 Math and ELA, 8 and 11 Science ISAT
May 16 th to 27 th	End of Year (EOY) NWEA Diagnostic Math and Reading Make-up testing May 23 rd to 27 th	6-11
May 19 th and 20 th	Senior Finals/Projects	12
June 2 nd and 3 rd	S2 Finals/Projects	9-12