

**Return-to-School Plan 2021/2022**

Our goal at the Garden Valley School District is to open the 2021/2022 school year face-to-face and provide in-person instruction for the entire school year. We implemented multiple measures in response to COVID-19 during the prior school year to minimize the spread of the virus, and to aid us in meeting our goal of remaining in school. We will continue with many of these measures during the 2021/2022 school year. We will incorporate social distancing where feasible. We will not require face coverings, however they are permitted and welcomed for those who desire to mask for medical reasons. As situations change, this plan is subject to change. We will continue to incorporate, where feasible, suggestions from the CDC, Central District Health (CDH) and the Idaho Department of Education. This will be a fluid plan that will be reviewed and revised on a regular basis. The Superintendent and district leaders will review the plan at a minimum every six months, make revisions as necessary, and present it to the board of trustees for approval. The district will communicate with the Idaho Department of Education and other agencies when needs arise requiring assistance. We will continue a strong and dedicated focus on our goal to provide a high quality education to the students of the Garden Valley School District.

<p><b>Preventative Measures</b></p>	<p>Non-essential visitors will have limited access to the school.</p> <p>"If you are sick, stay home!"</p> <ul style="list-style-type: none"> <li>• If a student or staff member is sick with COVID related symptoms, they will be asked to stay home.</li> <li>• If students come to school with COVID symptoms, they will be immediately isolated away from others and sent back home.</li> <li>• We will continue to educate and encourage students, faculty and staff to employ proper hand-washing and respiratory etiquette practices</li> <li>• We will continue to provide families, students, faculty and staff information on available COVID Vaccination sites in our local area.</li> </ul>
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## Positive COVID Cases

- In conjunction with guidance from Central District Health (CDH), we will address any confirmed cases of COVID-19 of a faculty member, staff member or student as outlined in the COVID information documents that can be found on our website at [www.gvsd.net](http://www.gvsd.net). Our school nurse will act as liaison between CDH and the school system in the administration of contact tracing. We will consider the potential quarantine of a student, faculty, or staff member with current CDH recommendations. The school nurse will work with CDH to facilitate any required notifications.
- If a student, faculty member or staff member reports a close contact exposure to COVID-19 outside of school, the school nurse will be available to work with the exposed individual to aid him/her in following current guidance and recommendations from CDH.
- Please refer to the following resources on our website for additional information:
  - Guidance on COVID-19 Prevention in K-12 Schools.  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>
  - Guidance on COVID19 Exposure for Schools.  
[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1190135/Guidance\\_on\\_COVID19\\_Exposure\\_for\\_schools.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1190135/Guidance_on_COVID19_Exposure_for_schools.pdf)
  - Illness Decision Tree for Schools  
[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1190134/illness\\_decision\\_tree\\_for\\_schools.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1190134/illness_decision_tree_for_schools.pdf)
  - CDC Covid19 Guidance  
[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1190133/CDC\\_COVID19\\_guidance.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1190133/CDC_COVID19_guidance.pdf)

<p><b>Communication</b></p>	<p><b>COVID Communication Plan</b></p> <ul style="list-style-type: none"> <li>• There will be updated communication to families and staff as needed.</li> <li>• Signage to encourage good hygiene practices such as hand washing.</li> <li>• Constant communication and signage encouraging people to NOT come to school when they are sick.</li> </ul>
<p><b>Instructional Delivery</b></p>	<p>Instruction for the 2021/2022 school year will be in-person, face-to-face.</p> <p>Students in quarantine will have access to classwork via Google Meet. Students who are quarantining will be able to return to in person learning when their quarantine has been lifted.</p> <p>Students on Google Meet will work with the teacher while wearing headphones and will interact using the expectations outlined by the teacher.</p> <p>To the extent possible, teachers will work with individual students in need of additional or remedial instruction geared towards ensuring students are adequately prepared for meeting learning targets and goals.</p>
<p><b>Social Distancing Precautions</b></p>	<p>It is not possible to social distance students at all times. The following actions will be taken to limit exposure by:</p> <ul style="list-style-type: none"> <li>• Spreading desks out where feasible and creating pods in the classroom.</li> <li>• Limiting hallway patterns when possible to decrease potential exposure.</li> <li>• Limiting clustering areas by eliminating potential gathering areas.</li> </ul>
<p><b>Transportation</b></p>	<ol style="list-style-type: none"> <li>1. Busses will be disinfected daily when school is in session.</li> <li>2. Drivers will be allowed to wear masks.</li> <li>3. Social distancing is not guaranteed.</li> <li>4. If a bus driver or student tests positive for COVID, the bus will be sanitized before going back into commission and CDH guidelines for quarantine and contact tracing will be considered.</li> </ol>

<b>Food Service</b>	<ol style="list-style-type: none"> <li>1. For our self-serve options, we will consider Central District Health recommendations.</li> <li>2. Handwashing is encouraged and hand sanitizer stations are available.</li> <li>3. All student eating areas are sanitized between alternating groups. <ul style="list-style-type: none"> <li>• There will be sanitization between each student eating in the cafeteria.</li> <li>• The eating times are staggered in order to create smaller groups.</li> </ul> </li> </ol>
<b>Sanitation</b>	<ul style="list-style-type: none"> <li>• All classrooms, restrooms, and high traffic areas will be thoroughly sanitized at the end of each student contact day.</li> <li>• We will continue to supply classrooms and common areas with disinfectant solution to sanitize desks and chairs as needed.</li> <li>• Communal supplies will be limited.</li> </ul>
<b>Students Requiring Specialized Services</b>	<p>The SpED Team, Title I Team, and administration will work in conjunction with families to ensure student needs are met and appropriate accommodations are implemented with respect to health, safety and educational instruction.</p>
<b>Personal Protective Equipment</b>	<ul style="list-style-type: none"> <li>• Masks permitted—not required</li> <li>• Multiple hand washing sinks and hand sanitizers throughout the building.</li> <li>• We have free masks when requested</li> </ul>
<b>Athletics</b>	<ol style="list-style-type: none"> <li>1. Athletic contests and activities will be conducted with spectators allowed.</li> <li>2. We will consider guidelines recommended by the IHSA.</li> </ol>
<b>Social and Emotional Wellbeing of Students, Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• The district purchased a curriculum entitled “Character Strong” that focuses on social development and social-emotional learning competencies.</li> <li>• The school counselor was trained on this curriculum and began implementing it in various classes during the 2020/2021 school year with plans to continue implementation throughout the upcoming 2021/2022 school year.</li> <li>• The Superintendent will create a leadership team with the specific task of determining effective methods to evaluate and monitor the social well-being of faculty and staff. This team will be responsible for employing the necessary resources to address any identified needs.</li> </ul>



## 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.

LEA # and Name: Garden Valley Schools District 071

Website link to the LEA's ARP ESSER Plan – Use of Funds: <https://www.gvsd.net/page/arp-use-of-funds>

### 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.*

We communicated our ideas for potential uses of ARP/ESSER funds in our monthly Board of Trustees meetings dating back to June 2021. In addition, during the 2020-2021 School year community input was gathered from email communications to parents and from a committee consisting of community members, teachers and administrators. Communications in the form of emails and meetings have been conducted with the faculty and staff of the school system requesting their input and ideas for potential uses of these funds. The superintendent's administrative leadership team has this topic as an agenda item in each weekly meeting.

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.*

We will attempt to improve our ability to social distance and maintain a safe environment in our school building by adding modular units on the school property. These units will enable us to move certain district operations out of the school building and free up space for spreading out certain classes and better enabling us to socially distance. We intend to initiate additional sanitizing of the entire building after hours and will utilize these funds to hire additional staff and to purchase supplies for this deeper cleaning of our facilities. We will also construct another deep well on the property as a secondary water supply source, along with a backup generator to ensure we have adequate water supply to maintain proper sanitation.

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.*

We will use these funds to cover the salary of additional paraprofessionals to specifically address learning loss at the elementary level. We have advertised for an additional paraprofessional position to aid in our efforts to improve math skills at the elementary and middle grades, specifically for those students most affected by interruptions in the previous two school years.

We also have purchased a counseling program named "Character Strong" to aid in helping maintain our students emotional wellbeing through this pandemic.

We also will use these funds to pay for the busing of students to our part-Friday, in-person instructional sessions with teachers. These part-Fridays will focus on learning loss deficits and will reinforce our efforts to aid these students in getting back on schedule.

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 continue to gather input and ideas from all stakeholders including faculty, staff, parents and community members. We seek feedback and input each month in our Board of Trustees meetings. As we review the suggestions submitted, we will prioritize and select additional uses of these funds.

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 primary method we will use to ensure we comply with these requirements centers around our process. The superintendent oversees all potential expenditures of these funds. In addition, one staff member in the school district office is responsible for the management of these funds and the administration of potential expenditures of these funds. This strict accountability enables us to ensure we are appropriately dispersing these funds across all socio-economic backgrounds.

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 principal and the system superintendent are jointly monitoring student progress on a weekly basis through the review of grades and trends in grading. The administration team will continue to meet and monitor progress on a consistent basis. Additionally, teachers are encouraged to devote particular attention to the monitoring of struggling students that have been adversely affected by learning loss situations.

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:		Randy Thompson
Superintendent/Charter Administrator Signature:	Date: September 24, 2021	
Local Board of Trustees, President's Printed Name:		Skye Davis
Local Board of Trustees, President's Signature:	Date: September 24, 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.**