



LEA 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: Cottonwood School District #242
Website link to the LEA's ARP ESSER Plan – Use of Funds: www.sd242.org

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.*

The Cottonwood School District will hold meetings with Stakeholders, Superintendent and the School Board approximately every 6 months. A stakeholder meeting will be held to gather input, examine the budget, and make recommendations to the school board. These dates are as follows:

October 27, 2021 – Meeting with Stakeholders scheduled.

November 15, 2021 – Potential actions submitted to the board.

February 16, 2022 – Meeting with Stakeholders scheduled.

February 21, 2022 – Potential actions submitted to the board.

August 10, 2022 – Meeting with Stakeholders scheduled.

August 15, 2022 - Potential actions submitted to the board.

February 15, 2023 – Meeting with Stakeholders scheduled.

February 20, 2023 - Potential actions submitted to the board.

August 12, 2023 – Meeting with Stakeholders scheduled.

August 17, 2023 – Potential actions submitted to the board.

Stakeholders involved: Meetings open to all community members. Meeting locations, dates and times will be posted on our website, announced at board meetings, and in district emails that are sent out.

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.*

The district will purchase hand sanitizer, mats, and cleaning supplies for its facilities.

The district will continue to use online platforms for a smooth transition to online learning if that becomes necessary. We will also use this funding to renew our subscriptions to these platforms.

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

The district will upgrade building air system as needed.

The district will purchase preventative items as needed. Masks, gloves, etc.

If necessary, the district will work with the district nurse (Katrina Bentley) to check routinely perform covid safety assessments of the facility and make recommendations for improvements. If remote learning becomes necessary, the district may develop a mental health program to promote socialization among students.

The district will employ paraprofessionals to support students who have experience learning loss. We are currently doing this

The district will use research-based practices to assess students and provide support through our RTI program, small group exercises with paraprofessionals or other supportive methods.

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.*

The district will offer summer school services for grades K-12. Grades K-6 will focus on strengthening student deficits using our iStation data. Grades 7-12 will focus on credit recovery.

We are looking at June 15-July 5 or July 11-August 4 (4 days per week) 9:00 a.m. – 12:00 p.m.

We will use certified and classified employees to provide summer school instruction. We provided summer school in 2021, we plan to run the summer school program in 2022 as well for the students who struggle academically. A percentage of these students are from low-income families and students who are on an IEP. Estimated cost of summer school for 2022 and 2023 would be roughly \$15,000-\$20,000.

The district will employ paraprofessionals to support student learning. Specifically, they will work with students in small groups or will work one on one with students to provide more support. Estimated cost of employment from January 2022-December 2023 ranges from \$30,000-\$80,000.

The district will run a Response to Intervention program at the secondary level which will employ an RTI coordinator and 6-12 tutors to support student with the academic work. Grades 6-12 will be flagged in the new RTI program based off their percentages in their core classes. Tutoring services will also be available to grades K-5 but they will not be mandatory. Estimated cost of program from January 2022-December 2023 is \$50,000.

Cottonwood School District 242 ESSER III Allocation: \$458,371

20% of ESSER 3 Allocation: \$91,674.20

Estimated cost of programs described above: \$150,000

The remainder of the funds we will hold over for the FY 2022-23 and 2023-24-we will address needs for these school years as it gets closer

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.*

The District is considering the following purchases:

1. Additional playground equipment to allow for social distancing.
2. Possible portable to assist with social distancing and class sizes.
3. An assessment platform for interim smarter balanced assessments aligned with our math and English curriculum.
4. Cottonwood School District attire for all students and staff to make all students feel inclusive in the district.

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.*

The RTI team will meet monthly based on iStation testing results from students who are at Level 1 and 2. We will continue to use this program and provide assistance until the students have reached grade level. This intervention will remain until they are no longer flagged by the RTI program. We will continue to update our data in Milepost and track student progress

We implemented PBIS a few years ago. This year, we revamped the program to recognize students often to assist with their academic, social, and emotional well-being. We host monthly R3 (respectful, responsible, and ready) assemblies in our gymnasium. I also recognize students every day at lunch with cards that teachers fill out when they see students displaying a behavior that is seen in one of the 3 R's. We provide candy to kids for their recognition, the students also have the opportunity to be chosen for "lunch with the principal" This program has helped many students increase their academics, along with their social, emotional and mental health needs. This program includes all kids in both schools. Negative behaviors have decreased substantially.

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.*
- The RTI program has regular scheduled meetings once a month on Thursday mornings from 7:40-8:00 a.m. During this time, teachers and administration discuss progress. We will provide additional supports and write goals if necessary. The RTI coordinator has weekly meetings with students who are at risk and who have been placed in tier 1, 2 or 3.

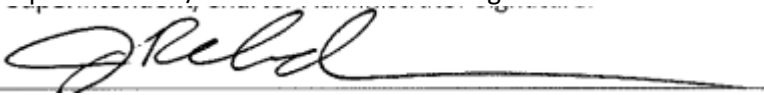
The district will use its STAR, IRI, ISAT and new ISAT Interim assessment as progress monitoring in addition with their academic grades.

Low-income students and students who are on IEP's are provided extra assistance weekly if not daily by several paraprofessionals we have in the building. Some of these students struggled prior to Covid-19 and continued when the pandemic continued. We can use ESSER funds to pay for needed assistance for these students. Academic progress is increasing with these students, but we still focus on this population to continue to fill their learning gaps.

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: Jon Rehder	
Superintendent/Charter Administrator Signature: 	Date: September 22, 2021

Local Board of Trustees, President's Printed Name:
Aaron Hinkelman

Local Board of Trustees, President's Signature:



Date:

September 22, 2021

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