



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 english@sde.idaho.gov by October 1, 2021.

LEA # and Name: Council School District #13
Website link to the LEA's ARP ESSER Plan – Use of Funds: Csd13.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.*

Council School District always strives to include all stakeholders in planning and setting goals for their students. Starting in June of 2020, CSD13 formed a large group that included all stakeholders (Board, teachers, Admin, parents, teachers, support staff, parents, etc.) This Reopening Committee developed the plan for the 2020-21 school year with the focus on face to face education. This Committee also developed the amended version of the plan for the 2021-2022 school year. For the ESSER I/II/III funds, we rely on all of our stakeholder groups to provide input. We have several parent groups including; Athletic Advisory Committee, FFA Advisory, FCCLA advisory, AG Parent team, Academic Parent Team. Every one of these committees meet on a monthly or quarterly basis and input from all of them was sought in setting priorities for the spending of our ESSER funds. Our School Board also sought monthly input from patrons and again sought patron input when setting the budget for each year. Every week during the school year both the high school and elementary school principals send out emails keeping all parents informed and asking for input from them as well. All teachers send home emails to parents and ask for input on educating their children. The counselor sends asks parents for input on all 4 year plans and class schedules for their students.

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 health and safety of our students and staff have always been a top priority for the Board, Admin and the Reopening Committee. We made sure we had a full year supply of masks, gloves and hand sanitizer. We installed hand sanitizer stations in every classroom every bathroom and every hallway. We purchased 2 new lunch tables to spread students out more. We purchased thermometers for every classroom, every staff member and every student, along with two temp check machines, one for each school. We also went to 1:1 devices K-12 so students wouldn't

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

have to share Chromebooks. We also purchased signs to educate our students and the public on proper social distancing, hand washing and recommending the wearing of masks.

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.*

Our goal at CSD13 is to be the BEST SMALL SCHOOL IN THE STATE OF IDAHO. In order for us to reach that lofty goal we must be able to guarantee our students are receiving the highest level of education possible. With Covid, we realized that our students were going to miss more days of school and possibly fall behind, so we prepared for that outcome. We purchased enough Chromebooks for every student K-12 and went to 1:1 devices in grades 7-12. We purchased laptops, cameras, microphones for every teacher to be able to offer distance learning alternative. Every teacher developed their own Google Classroom and put every assignment on there so students could access it 24/7. We paid for professional development for our teachers in Google Classroom and distance learning. We also purchased APEX and iStation programs for credit recovery and remediation to help with learning loss. We use the iStation test monthly in grades K-6 and then offer small group remediation for all students. We also hired enough teacher assistants for grades K-6 to help with small group remediation efforts. We also have our teachers stay one hour after school each day to provide more one on one instruction, offer a Friday School from 8Am to Noon every Friday and this year have built a First Friday School into our school requiring every student who is falling behind to be at school to get more one on one instruction from their teachers. For the 2021-2022 school year we hired an Academic Improvement Coordinator whose sole responsibility is to keep track and get help to those students who are struggling. Everyone is expending maximum effort to keep our students from falling behind so they can be successful. Our K-12 Counselor keeps track of all of our sub-groups including, low income, homeless, and other racially sensitive groups. She identifies and meets with all of these struggling students from each sub-group to offer counseling and academic help. ESSER Funds have been used to purchase school supplies, clothing and other essential gear for these students. Our APEX program and our new Academic Improvement Coordinator help these students find success in their academics. We also bring in another counselor from the Health Clinic 2 days per week to meet with students and help them with their severe emotional problems, many of them from the various sub-groups listed above.

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 have expended all of our ESSER I fund and most of our ESSER II funds and as of this date, none of our ESSER III funds. Our priorities will continue just as we did with the previous funds. #1 is the health and safety of our students and staff. We will continue to keep our stock of masks, gloves and hand sanitizer full and ready. We will continue to keep our facilities deep cleaned daily. #2 will be to address the learning loss due to Covid. We will identify those students who are struggling and offer them the remedial help to get them caught up and back on track. We will continue to make sure our students are learning from home when they are quarantined and that they are receiving a top education. Because all of these requires the best technology possible, we will continue to invest our ESSER funds in keeping our students and staff with the industry leading technology. #3 is to continue to improve our facilities and ancillary items for the health, safety and productivity of our students and staff. We are currently looking into improving and modernizing our HVAC system for better and cleaner air circulation in our buildings. And because we rely on our SmartBoards so much in grades PK-6, we are looking into replacing all of our old SmartBoards with new ones.

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.*

Council School District draws from all over Adams County, historically one of the poorest counties in Idaho, with consistent double digit unemployment. We are very adept at providing a good education to Idaho's poorest students. Our K-12 counselor monitors all of our students for the mental health and academic progress. It is no surprise that in many cases the poorest students are the ones who miss the most school and have the poorest health. Our counselor communicates with the general ed teachers and SPED teachers to provide insight on the mental well-being of our students. For those students we may provide extra study hall periods, student tutors or extra time with the teachers. We also provide our APEX program for credit recovery, summer school and extra counseling. Our elementary school provides small group intervention, monthly iStation assessments and other remediation program such as Moby Max. Those students are also identified to stay after school and get extra help or come in on Friday school to get help.

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.*

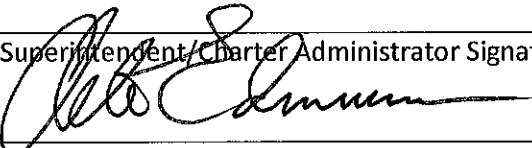

In the Elementary School grades PK-6, monthly iStation Tests are provided to gauge learning. Each classroom has a teacher, a teacher assistant, a Title teacher and a SPED teacher available for every single student. Small group intervention is the key in every room with the certified teacher always leading the low group. At the high school level, each subject area teacher monitors student learning on a daily basis with both formative and summative assessments. Students who are falling behind stay after school Monday-Thursday to receive more one on one instruction in our "Hour of Power." Those students are also encouraged to come into the school

on Fridays to our Lumberjack Study Lab to get more help from 8 to Noon. And this year we revamped our calendar to add 7 more ½ days of instruction on First Fridays, once a month from 8 to Noon. All students with a D or F in any class are required to attend.

Section 2: Assurances

Assurance	LEA Response	
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: Clete Edmunson	
Superintendent/Charter Administrator Signature: 	Date: October 11, 2021
Local Board of Trustees, President's Printed Name: Robert Grossen	
Local Board of Trustees, President's Signature: 	Date: October 11, 2021