



## 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](mailto:english@sde.idaho.gov) by October 1, 2021.

<b>LEA # and Name:</b> Cambridge School District #432J
<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="https://www.cambridge432.org/district">https://www.cambridge432.org/district</a>

### 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.*

When we review our safe back-to-school plan in March (or sooner if necessary), we will have a public comment period during the board meeting. During staff meetings, administration gathers feedback from the staff to bring to board meetings. Some staff members also attend board meetings.
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.*

Priorities listed from meaningful consultation include purchasing sanitizing wipes and sprays for classrooms, improved air quality in elementary and secondary heating units, and potential remodel of gym bathrooms and entry to promote proper distancing and entrance/exits with less contact, purchasing a vehicle with three rows of seats for social distancing during drivers education
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:*

  - Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
  - Students who did not consistently participate in remote instruction when offered during school building closures; and*
  - Students most at-risk of dropping out of school.*

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

- 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.*

For the most part, our students did an exceptional job of participating during the 2019-2020 closure and we had minimal closures during the 2020-2021 school year. Although our participation was high, there is no comparison to being in the classroom with a teacher. We noticed that our students struggled the most with retention of math and ELA concepts during the closures. We are looking for quality remedial programs, full curriculums, and potentially hiring paraprofessionals for the neediest groups of students. Also, hiring teachers to keep one teacher per grade level at the elementary school for core subjects.

- 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.*

Air quality is a big deal. Our elementary school heating system has no poor filtration. Our MS/HS heating system has poorly designed filtration with cross classroom contamination. Both of these systems are a priority and will provide equity to all students.

- 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.*

We brought in a guest speaker for all secondary students and staff. His main message was on self-worth.

We have opened up our contracted counselling services to more students to help with their social, emotional, and mental health. We have intervention programs set up for students that have turned to tobacco, drugs, and/or alcohol as a means of coping with the pandemic.

- 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.*

Our staff meets twice a month and students are always a topic of conversation at each building. Through this, we are monitoring the needs of students academically, socially, and emotionally. As needs are found, we will search as a team to come up with solutions.

## Section 2: Assurances

	Assurance	LEA Response
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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: Anthony Butler	
Superintendent/Charter Administrator Signature: 	Date: February 23, 2022
Local Board of Trustees, President's Printed Name: Christy Crocco	
Local Board of Trustees, President's Signature: 	Date: February 23, 2022

**Email this completed and signed plan to Lisa English at [english@sde.idaho.gov](mailto:english@sde.idaho.gov) no later than October 1, 2021.**