



## 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:** Coeur d’Alene School District #271

**Website link to the LEA’s ARP ESSER Plan – Use of Funds:** <https://www.cdaschools.org/domain/41>

### 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 development of the ARP ESSER budget was informed by each building’s school learning plans. School learning plans were developed by each school administration and their building leadership teams with a focus on addressing identified learning gaps potentially caused by COVID and our District’s response. The team also used the results of the parent, student, and staff engagement surveys completed February-March, 2021 in order to address any concerns of parents and students.

The plans included state assessment data to target groups with a demonstrated need.

The draft budget was first detailed at a public board workshop on 5/24/21 and regularly noticed in the district’s social media outlets and posted sites. The preliminary spending plan was later adopted with revisions by the Board of Trustees at the 6/21/21 Budget Adoption meeting. Both venues allowed public input, and there were a handful of public stakeholders at each of these 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.*

\$2.3M is set aside to specifically address COVID mitigation efforts. Some examples include HVAC upgrades, wireless access points for better coverage so students without internet could use devices both inside and outside the building, additional devices and softwares for preparedness to enter blended learning, and continuing safety training and additional staffing for mitigation of infectious diseases.

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

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.*
  - 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 preliminary plan included a Learning Acceleration program coordinator and specialist to develop and carry out instructional enrichment over the summer, in the school day, and after school throughout the next two years. \$300k will go towards expanding existing summer reading programs including the Imagine Bus program where school buses with reading tutors, free books, and activities will travel to high need neighborhoods of the district.

For secondary students, the existing summer school program is also expanded with robust interventions, AP Academies, and credit recovery opportunities.

\$300k was set aside for partnerships with community organizations like STEM activity groups, before/after school care, and various educational camps. After School programs will be expanded over the next two years, bringing interventions to students with a demonstrated need. Numerous apps and site licenses will be purchased for students to access resources any time with devices provided by the district. Tutoring will also be available. A key piece is the last item on the budget: family engagement. These programs will need buy-in from families so communication, materials, transportation and other resources for families will be available.

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.*

\$8.65M will go towards maintaining services despite state budget cuts and a sudden drop in enrollment. The state budget cuts, coupled with our volatile enrollment have created an uncertain budgeting environment. If these funds are not needed to support us in continuity of services, they will be reallocated to either staff retention measures or infrastructure investments to mitigate COVID-19 and prepare for any future pandemics.

\$5.85M will go towards targeted staff retention pay/compensation. Staff have taken on more duties and responsibilities through COVID and must be compensated for those additional hours and responsibilities. Retaining existing staff and recruiting to fill vacant positions has proven difficult for school districts where interaction with the public during a pandemic may

cause our work to be less desirable. Staff are opting to retire early or leave their profession causing a staffing shortage. An extremely tight labor market in the Coeur d'Alene area is making classified positions impossible to fill and the District is relying on compensation increases that would otherwise be out of budget. Keeping compensation competitive through the pandemic directly results in students having access to the services they need.

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 Coeur d'Alene School District recognizes *all* students have experienced substantial loss of instruction since the beginning of the COVID pandemic. In order to meet the varied needs of students, we have a number of enrichment initiatives planned to expose students to critical concepts and standards they may have missed or not fully grasped. We are also using funds to provide extra support to students who experienced disproportionate loss of instruction during COVID by providing targeted instruction and interventions. We have partnered with several supporting organizations and school programs that support families experiencing homelessness and poverty. To measure effectiveness of interventions, we will review data from monthly I-Ready and I-Station benchmarks at the elementary level. For secondary students, we will review regular Fastbridge assessments. In order to address social emotional learning specifically, we have expanded our Sources of Strength (SOS) programs to four more elementary schools making the program available to 10 schools at all levels. Students who take part in the SOS program take part in weekly lessons on resilience and coping skills and plan for school-wide events to spread the message of wellness and hope. We also contract with two community mental and behavioral health organizations that provide therapy in schools for students who can't access otherwise and do not have Medicaid or private insurance.

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.*


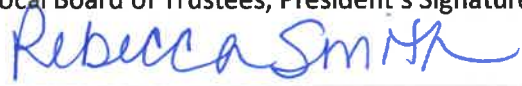
Our district will monitor both local and district initiatives through a program evaluation rubric as detailed in our [System Performance Framework](#). This process asks us to use data-driven metrics to monitor the implementation and effectiveness of our decisions and, ultimately, place more funding behind what we know is working.

For each of the identified assessments, we conduct regular data meetings with departmental and building leadership to identify gaps in subgroups and student populations and identify criterion-referenced interventions to ensure that the focus is on meeting grade-level standards.

## 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: <b>Dr. Shon Hocker</b>	
Superintendent/Charter Administrator Signature: 	Date: 1-11-2022
Local Board of Trustees, President's Printed Name: <b>Rebecca Smith</b>	
Local Board of Trustees, President's Signature: 	Date: 1/11/2022

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.