



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: 421 McCall Donnelly
Website link to the LEA's ARP ESSER Plan – Use of Funds: MDSD.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.*

Fall of 2021, administration and district leadership began with gathering requests from the building level staff. COVID response committee (staff, and parents) reviewed guidance and provided input. District RtI committee reviewed guidance and provided input as well. All three committees will continue through the school year as needed.
- 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.*

Funds are used to ensure all who enter school district buildings have access to masks, and hand sanitizing stations. HVAC systems have been updated to ensure air quality and flow is following best practice. Sanitization and cleaning supplies are stocked and used to create a more hygienic school district.
- 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,*

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

students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.

A comprehensive list has been created that includes the addition of interventionists, counseling staff, curriculum, technology, medical support, paraprofessional support and after school tutoring to ensure students are not only identified but services are provided to intervene with those most in need.

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.*

MDSO has broken down the funds into the following categories. These percentiles are fluid as many of the items fall into more than one category: 5% to Social Emotional learning, 50% to Learning loss, 12% Sanitization and physical plant upgrades/maintenance, 15% to technology, 18% to other activities for maintaining continuity of services.

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.*

MDSO will continue to monitor and respond to the needs of students through the established RtI teams within the district. Use of data to include academic, behavioral, and attendance will be reviewed to ensure all students are being identified correctly based on above mentioned criteria.

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.*

MDSO will continue to monitor student learning through classroom assessments, local assessment and state/national assessments all tied to academic standards. Review and oversight will start at the building level RtI and end with the administrative teams.

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	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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.		
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: Eric Pingrey	
Superintendent/Charter Administrator Signature:	Date:
Local Board of Trustees, President's Printed Name: Laurie Erekson	
Local Board of Trustees, President's Signature:	Date:

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