



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: Mountain Home Scholl District #193
Website link to the LEA's ARP ESSER Plan – Use of Funds: https://www.mtnhomesd.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.*

We have provided the public with open times at board meetings to engage with our board and the district. The ability to provide written input to the plan is ongoing. Stakeholder groups include parents, staff, and community members.
- 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 provide additional sanitization in schools. PPE has been purchased with funds. Testing is available at all schools. Social distancing to the greatest extent possible is practiced in all facilities. These funds were used to hire a contact tracer as well.
- 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.

The Mountain Home School District has used these funds to address learning loss by offering 24 summer activities, including credit recovery opportunities for students behind in credits, and 57 after school activities this fall. Students take monthly assessments to determine which students are targeted for the various intervention programs. The district has also purchased online reading intervention programs, along with providing hot spots for students who do not have internet at home. In addition, the district has provided professional development to staff on how to address learning loss in reading and math, along with hiring math professionals to offer in-class support to staff. The district has hired after school tutors at all buildings to help address the learning loss. The district purchased hotspots for low-income families and those in subgroups experiencing internet connectivity issues. The district purchased DMTI in class support to address math loss in heavily impacted subgroups. This is a five-year commitment. The district purchased A-Z reading as an intervention for heavily impacted subgroups. (revised 3/28/2022)

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.*

The Mountain Home School District will continue to assess students monthly to identify students who are showing significant learning loss caused by remote learning. As the weaknesses are identified in each school, a team will determine the best intervention for that group of students. If there are common areas of weaknesses at all the schools, we will come up with a district wide plan to address it. ARP funds will be used to support all of these learning loss activities. Funds will be distributed to schools with a per pupil allocation.

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 Mountain Home School District will continue to progress monitor all students monthly to determine what interventions are working and which ones are not and adjusting accordingly. The district has also partnered with a national expert to provide ongoing training to staff centered around trauma informed instruction. The district is providing specific EL and migrant tutoring. The district is partnering with Desert Sage health Service to provide and additional counselor available in the district to provide social, emotional, and mental health needs for students and their families. The district is hiring additional junior high counselor to help support student needs. (revised 3/28/2022)

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.* As mentioned previously, the district will continue to progress monitor all students monthly to evaluate the effectiveness of the current interventions and make adjustments if we're not seeing the desired results.

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: James Gilbert	
Superintendent/Charter Administrator Signature:	Date: November 11, 2021
Local Board of Trustees, President's Printed Name: Eric Abrego	

Local Board of Trustees, President's Signature:	Date: November 11, 2021
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**Email this completed and signed plan to Lisa English at lenglish@sde.idaho.gov
no later than October 1, 2021.**