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

**LEA # and Name:** Minidoka County School District

**Website link to the LEA’s ARP ESSER Plan – Use of Funds:**
https://www.minidokaschools.org/domain/5203

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.**

   Minidoka County School District continues to engage stakeholders in the meaningful use of all ESSER funds received. The local school board, district and school administration, teachers, and parents and patrons have provided input on the best use of the ARP ESSER funds. Input was initially received through administration meetings, school board meetings, and Parent Patron Advisory Team meetings in the Spring of 2020 during monthly 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 for reopening and operating schools for in-person learning.**

   Minidoka County School District will use funding from ARP in addition to other district funding to provide a safe and clean learning environment. MCSD will implement strategies aligned to recommendations which help limit the spread of COVID-19 within the school setting. Based on current recommendations, MCSD will use funds to implement the following prevention and mitigation strategies: 1) Cleaning and sanitizing procedures will be followed and products will be purchased for use within all school buildings including, including cleaning supplies and hand sanitizer 2) PPE will be available to staff and students 3) Barriers will be provided in high traffic areas to protect staff and students.

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:**

   ![Image](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html)

June 29, 2021
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.

Minidoka County School District will use a minimum of 20% of the ARP funds to address the loss of instructional time. The following evidence-based intervention strategies will be used.

1. Provide additional staffing at all locations. Staffing includes certificated teachers to provide intervention for at-risk students, additional paraprofessionals to provide intervention and reduce small-group size, and instructional coaching support for core subjects.

2. Provide full-day kindergarten for all MCSD students.

3. Updated curriculum in core content areas.

3. Teachers will be provided professional development in small group instruction, evidence-based intervention strategies, and science of reading. Additional areas for professional development may be identified.

4. Staff will be provided professional development and resources to support students’ social emotional learning needs.

5. Mental health support for students and staff will continue to be provided through systems already in place.

6. Expand summer school opportunities will be provided for all students.

7. After school tutoring opportunities will be available for students.

In the 2019-2020 school year, Minidoka County School District went to online learning March 17 and did not return to in-person for the remainder of the school year. Because the district had 1:1 programs, 2020 in place, online learning began immediately. In the 2020-2021 school year, Minidoka County School District had in-person learning the entire school year. Even though students in Minidoka County had access to consistent education throughout the school year, learning gaps have widened.

1. Students who missed the most in-person instruction during the 2019-2020 and 2020-2021 school year. Students will have access to computer-adaptive programs for the purpose of identifying holes or gaps in learning and then targeting those areas through direct practice within the program. In addition, intervention staff will provide small-group instruction to targeted areas. In addition, expanded summer school programs will be provided.

2. Students who did not consistently participate in remote instruction when offered during school building closures. Expanded summer school programs and after school tutoring will be available for students who did not fully participate in remote instruction in the 2019-2020 school year. Secondary students will be able to take advantage of programs for credit recovery as needed.

3. Students most at-risk of dropping out of school. Expanded training for staff to support students’ social emotional learning needs as well as mental health support for students will be provided. Secondary schools will have additional opportunities for credit recovery and tutoring to support at risk students. Secondary schools will have an intervention position added, which will allow schools to provide additional classes that will focus more on students struggling by providing intervention to target missing skills and small group instruction.

4. Subgroups of students disproportionately impacted by COVID-19. Through professional development specific on intervention strategies and science of reading and the implementation
of Reading by Design, teachers will provide intervention and reading support for students struggling to read. Teachers will have the knowledge and skills to teach students with reading deficits. In addition, the purchase of updated curriculum which includes supports for students with disabilities will be purchased.

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.**

Remaining ARP ESSER funds will be spent on programs that support individual needs throughout the district and schools. These needs may include additional curriculum and support for sub-populations impacted by COVID-19. MCSD will utilize data to identify needs and additional support so that funds are used being used to support student and educators in the most effective way.

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.**

MCSD is committed to ensuring the interventions implemented are meeting the goals set by the district and administrators. Data analysis will provide a picture of the effectiveness of implemented interventions. Through continued implementation of a comprehensive assessment and intervention system targeting students in need of the most support, data will be analyzed by district and building personnel to ensure progress is being made.

As MCSD continues to focus on behavioral health through a district-wide implementation of Zones of Regulation, staff will be better prepared to consistently support students,

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.**

MCSD uses the universal screener through iStation to monitor student progress in grades K-5 monthly. Data is analyzed by building staff and grade level teams determine if additional interventions are needed. In addition, students in grades K-5 are assess three times per year using the iReady diagnostic assessment, which monitors student progress in math. Individual teachers and grade level team analyze this data to create intervention groups and provide additional opportunities for reteaching and extension. Students in grades 6-8, and 9 are assessed three times per year in Math and Language Arts using the STAR Assessments. Data from this assessment is analyzed to assess student progress and areas of support and intervention. Students also take the Interim ISAT which provide additional data on student growth and progress.

June 29, 2021
## Section 2: Assurances

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<thead>
<tr>
<th>Assurance</th>
<th>LEA Response</th>
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<tbody>
<tr>
<td>1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.</td>
<td>Yes ☒ No ☐</td>
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<tr>
<td>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.</td>
<td>Yes ☒ No ☐</td>
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<td>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.</td>
<td>Yes ☒ No ☐</td>
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<td>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.</td>
<td>Yes ☒ No ☐</td>
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<td>5. The plan is publicly available on the LEA website.</td>
<td>Yes ☒ No ☐</td>
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### Signatures

**Superintendent/Charter Administrator Printed Name:**

James Ramsey

**Superintendent/Charter Administrator Signature:**

![Signature](signature.png)

**Date:**

Click or tap to enter a date.

1/10/2022

**Local Board of Trustees, President’s Printed Name:**

Bonnie Heins

**Local Board of Trustees, President’s Signature:**

![Signature](signature.png)

**Date:**

Click or tap to enter a date.

1/10/2022

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

June 29, 2021