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 by October 1, 2021.

LEA # and Name: Mackay Joint School District 182

Website link to the LEA’s ARP ESSER Plan – Use of Funds:
https://id02218507.schoolwires.net/Domain/4

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.

COVID-19 related issues, plans, decision, financial strategies and implementation of safety protocols have been reviewed at monthly regular school board meetings since March 2020 up to the most recent October 10, 2022, board meeting. In addition, many special board meetings were held. All board meetings are open to the public in either a face-to-face setting, remote link, or both. Board meetings allow for public comments. Stakeholder groups including staff, parents, the local teachers association, school district administrators, the City of Mackay COVID Emergency Committee, Eastern Idaho Public Health, and the Lost Rivers Medical Center have participated with the process. School district administrators took the lead on implementing all safety protocols and collaborated with regional public health officials in all matters related to COVID-19 (see Safe Return to In-Person Instruction Checklist 2021-2022). The most current COVID-19 plan and all board meeting minutes are located on the district website.

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.

COVID-19 PPE equipment, supplies, materials
HVAC updates, equipment, supplies, materials
COVID-19 related costs (increased custodial, insurance, staff, and other)

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,

---

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

June 29, 2021
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, 2020-2021, and 2021-2022 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.

The Mackay School District was open for in person instruction 75% of the 2020-2021 school year. Students attended school with remote learning for 34 of the 36 days when school was closed due to COVID-19.

The Mackay School District was open for in person instruction 97% of the 2021-2022 school year with only 4 of 144 student days missed. A few students chose to attend full-time remote learning through the school year which was provided through Idaho Digital Learning Alliance. Remote learning is available to students while school is closed and during the times of student quarantines. Support is also provided in the form of after school tutoring.

The Mackay School District is currently open for in-person instruction during the 2022-2023 school year. The revised CDC guidelines have been used since August and only students and staff who test positive have been required to stay home. The same supports are in place as have been in previous years including after school tutoring and academic support.

Students disproportionally impacted by COVID-19 receive additional support in the form of home visits, individual telephone or online instruction support, and summer school. In addition, the Homeless Coordinator closely monitors identified students for additional support.

- 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.

A. Mackay School District upgraded the heating and ventilation system at Mackay Elementary School during summer 2022. The District also contributed a substantial sum from its Plant Facilities Fund. This project will substantially improve indoor air quality.
B. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards.
C. Supplies to sanitize and clean facilities.
D. Staffing necessary to maintain sanitization and cleaning of facilities to meet COVID-19 guidelines.
E. Staffing and supplies necessary to support student learning loss.

4. 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.

Mackay School District will ensure that the interventions it implements will respond to the needs of all students including those disproportionately impacted by the COVID-19 pandemic. Mackay Elementary Students are participating in social emotional learning opportunities and academic support including increased staffing for interventions targeting reading and math. After school tutoring is also available. Mackay Junior and Senior High School students are receiving additional social, emotional, and academic support during advisories and assemblies. After school tutoring is also available as needed. Student grade and attendance reports are monitored closely by teaching, office, and administrative staff. The schools also use a variety of academic monitoring tools for reading and math in grades K-8.

5. 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. All Mackay School District students are currently receiving extra support for social and emotional learning. We are working with the Idaho Department of Health and Welfare and their Idaho Strong program. Staff were trained during the 2021-2022 school year. Because of the small size of the schools and classes, staff monitor students’ well-being daily. In addition, student grade and attendance reports are monitored. The schools use a variety of academic monitoring tools for reading and math.

Section 2: Assurances

<table>
<thead>
<tr>
<th>Assurance</th>
<th>LEA Response</th>
</tr>
</thead>
<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 ☒</td>
</tr>
<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>☒ No</td>
</tr>
<tr>
<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>☒ No</td>
</tr>
<tr>
<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</td>
<td>Yes ☒</td>
</tr>
</tbody>
</table>
individual with a disability, will be provided in an alternative format accessible to that parent.

5. The plan is publicly available on the LEA website. | Yes ☑ | No ☐

Signatures

Superintendent/Charter Administrator Printed Name: Click or tap here to enter text.
Susan Buescher

Superintendent/Charter Administrator Signature: Susan Buescher

Date: October 10, 2022

Local Board of Trustees, President’s Printed Name: Click or tap here to enter text.
Genae McAffee

Local Board of Trustees, President’s Signature: Genae McAffee

Date: October 10, 2022

Email this completed and signed plan to Lisa English at lenglish@sde.idaho.gov no later than November 11, 2022.

June 29, 2021