



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: #474 Monticello Montessori Public Charter School
Website link to the LEA's ARP ESSER Plan – Use of Funds: http://www.monticellomontessori.com/

Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

- *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.*
 - Response: The LEA provided this plan electronically to all stakeholders, including parents, students, and community members. Stakeholders were invited to make comments both electronically via email google form provided on the website, and at regularly scheduled School Board Meetings.
- *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.*
- Response: The LEA will use these funds to provide education and guidance for all members of the community to follow the most recent CDC guidelines for reopening and operating schools. These include the appropriate use of masks, physical distancing, self-screening for symptoms, voluntary vaccination, and access to testing. The LEA will provide leveled guidance, based on Eastern Idaho District Health designations of the level of community risk, for when to enforce these measures.
- *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 LEA will use multiple measures, including but not limited to Idaho Standardized Achievement Tests (ISAT), Idaho Reading Indicator (IRI), benchmark assessments, attendance data, survey data, and ongoing classroom assessment to identify students who have*
- *been most impacted by lost instruction time. The LEA will use 20% or more of the ARP funds to*
- *(1) provide teacher professional development, high quality instructional resources, technology*
- *and connectivity, and additional intervention and tutoring materials or supplies for instruction*
- *and (2) to provide supplemental instruction for students identified as at-risk during the regular*
- *school year, both inside and outside the school day, and (3) to provide continuity of access to*
- *internet, devices, and instruction in the event of a school closure.*

Response: The LEA will select and implement strategies and instruction that provide evidence based impact on students' academic, social, emotional, and mental health needs. Weekly PLC meetings will allow teachers to determine which RTI groups are best able to help each student be successful. Particularly students that have been disproportionately impacted by covid-19; low income families, and students with disabilities. The LEA will evaluate the effectiveness of instruction and interventions and their impact on various populations of students impacted by COVID-19 through the use multiple measures throughout the school year.

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.

Response: The LEA will use the remaining 80% of ARP ESSER funds to address the impacts of COVID-19 on the operation of its one school, Monticello Montessori Charter School, and its staff, students, and community. Funds will be used to maintain operation of the school, address COVID-19 mitigation strategies, and provide continuity of learning for students.

Maintain Operations: The LEA will use a portion of the remaining ARP ESSER Funds to maintain operation of the school. These activities include maintaining and hiring staff, addressing enrollment shifts through marketing/communication, and other related activities consistent with the following:

a. activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff

COVID-19 Mitigation Strategies: The LEA will use a portion of the remaining ARP ESSER Funds to continue efforts to stop the spread of COVID-19. These methods primarily provide the means to allow for masking when necessary, physical distancing, and regular sanitation of school facilities. Efforts could include, but are not limited to:

b. coordinating preparedness and response efforts with public health departments to prevent, prepare for, and respond to COVID-19;

- c. training and professional development on sanitizing and minimizing the spread of infectious diseases;
- d. purchasing supplies to sanitize and clean the LEA's facilities;
- e. repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- f. improving indoor air quality;
- g. addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth; and
- h. developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs

Continuity of Learning: The LEA will use a portion of the remaining ARP ESSER Funds to allow the means for students to access instruction throughout the school year and in the event of a school closure. The primary focus for the LEA will be in providing connectivity and devices for students. Efforts could include, but are not limited to the following:

- i. planning for or implementing activities during long-term closures, including providing technology for online learning; and
- j. purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities.

- *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.*

Response: The LEA will select and implement strategies and instruction that provide evidence based impact on students' academic, social, emotional, and mental health needs. The LEA will evaluate the effectiveness of instruction and interventions and their impact on various populations of students impacted by COVID-19 through the use multiple measures throughout the school year.

- *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.*

Response: The LEA has identified assessments in the school-wide assessment plan, including State, District, and Classroom assessments to be used throughout the school year to monitor student progress and the effectiveness of strategies/interventions. Monthly, LEA Leadership use available assessment information to identify and respond to the impact of strategies/ interventions being employed by the district. Additionally, the LEA provides a district-wide survey (Measurable Results Assessment, MRA) for parents, students, and staff twice a year to assess student and family well-being. The MRA measures indicators such as barriers to engagement, family efficacy, school & family partnerships, growth mindset, academic goal achievement, self-efficacy for enlisting social resources, self-efficacy for self-regulated learning,

student motivation, parent perception of student-led achievement, and staff empowerment and fulfillment.

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. (we anticipate this will happen by Oct. 15, 2021)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Signatures

Superintendent/Charter Administrator Printed Name: Jeanne Johnson	
Superintendent/Charter Administrator Signature: <i>Jeanne Johnson</i>	Date: September 9, 2021
Local Board of Trustees, President's Printed Name: Drew Hosford	
Local Board of Trustees, President's Signature: <i>Drew Hosford</i>	Date: September 9, 2021

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