

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund
(ARP ESSER)**

LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)

District Information

District Name	Mountain Pine School District
District LEA#	2607000
City	Mountain Pine
Superintendent Name	Bobby Applegate
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	
Date posted	7/29/22

Directions: The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

- 1. Creating Safe and Healthy Learning Environments:** Determine if ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	<p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <p>Meeting the nutritional needs of underserved students.</p>	<p>\$170,000</p> <p>District P.O.C. (Ended 2/22)</p> <p>Sanitizing supplies</p> <p>Water bottle fountains</p> <p>Meal delivery (in case of outbreak)</p>

		Supporting student mental health needs. Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. Providing healthy learning environments.	
196, 197	Facilities	School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.	\$210,000 HVAC cafeteria HVAC classrooms
198	Transportation	Transportation costs to reduce the spread of COVID-19.	\$350,000 Buses

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will use the funds it reserves under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instructional time through the implementation of **evidence-based interventions**. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidence based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

(Please see final allocation table)

ARP ESSER total allocation \$ 2,270,836 minimum 20% set-aside \$454,167.38

Program Code	Evidence-based interventions	Description	Projected Amount
--------------	------------------------------	-------------	------------------

170	Accelerating learning through instructional approaches.	High Dosage Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3). -High Quality Instructional Materials	\$450,000 1 Reading Interventionist 1 Math Interventionist 1 Math Int. Para (salaries and benefits) Instructional Materials
170	Accelerating learning through instructional approaches.	Out-of-school time programs (afterschool and extended instructional time): Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3).	\$100,000 After School programs; Materials and teachers (braiding funds with 21st Century grant for tutoring part of program) After School bus drivers/ (different program code 184)
170	Accelerating learning through instructional approaches.	Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3).	\$70,000 Summer School programs; Materials and teachers Summer School bus drivers/ (different program code 184)
182	Addressing resource inequities	Ensure students have equitable access to a well-rounded education (based on sub-group data) Inclusive practices, well-prepared educators	\$140,000 2 SPED Paras (highly qualified) 21-22. 1 SPED Para (highly qualified) 22-23 Sensory Room supplies

2.A. Process for Monitoring Implementation: Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction 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, and migratory students.

Description: Teachers/paras will have log sheets, monthly STAR assessments to review progress, usage data on digital programs that offer remediation and enrichment, attendance and discipline data. Students will be identified for academic support using the STAR program, teacher observations, formative and summative assessment data from curriculum programs.

Further data will be gleaned from the SPED Supervisor, EL Coordinator, Dyslexia/RtI Supervisor and McKinney-Vento Coordinator, and those professionals will be part of a team

to determine best practices in intervention implementation.

The district's goal is a decrease in discipline and behaviors through the implementation of Second Step SEL curriculum, and the implementation of counseling groups K-12.

2.B. Process for Evaluating Implementation: Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation: The district will evaluate the effectiveness of interventions using through STAR assessments, an increase in Lexile levels, and formative/summative classroom assessments. Evaluation will also take place during conferences with the above mentioned professionals, with their lenses being used as one of the frameworks to further determine progress. (ex. Was growth hindered by a student's highly mobile situation, and if so, could we support better by offering additional transportation to tutoring sessions, providing better access to online curriculum supplements, working to modify schedules, etc.?)

3. Supporting Educator and Staff Stability and Well-Being: Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.	\$123,500 Promethean boards Laptop and desktop computers Technology to support learning
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	\$100,000 Additional pay for additional duty (ended May 27, 2022) 21-22, \$6.50/\$7.00 day for days students were in session, only for days students and teachers were on campus \$504,000 Recruitment and Retention Bonus 22-23 (\$5,000 Certified, \$2,500 Classified+27% benefits)
191	Maintenance of	Continue operations without disruption	\$53,336

	Equity	including employment, programs and addressing budget shortfalls.	A. Phillips Maintenance (supplements our crew of other maintenance employees paid out of M&O) A. Franklin (supplemental tech 21-22)

Bobby Applegate <i>Bobby Applegate</i>	7/29/2022
SUPERINTENDENT NAME (printed) and SIGNATURE <i>BQ Applegate</i>	DATE

