



## 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](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

<b>LEA # and Name: Midvale School District #433</b>
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<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="http://www.midvaleschools.org/plans/Use of Funds">www.midvaleschools.org/plans/Use of Funds</a>
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### 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.*

**Stakeholders involved in formulating this plan are the school board, the administration, staff members and designated parents. Public input was provided via board 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<sup>1</sup> for reopening and operating schools for in-person learning.*

**In conjunction with our reopening plan the district will consult with the CDC and SWDH. PPE is available for staff and students. In addition the State Department of Education approved many of our capital projects that were tied to mitigating and preventing COVID-19.**

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, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

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

The district used funding to provide summer school for the first time in years. Additional supplemental curriculum and materials have been purchased to offset learning loss. Effort was taken to ensure that should we be forced into another soft closure that we are better prepared to assist our students. This includes not only having devices for them, but having strategies and curriculum in place that will foster their learning while not in the classroom. COVID has had an emotional impact on students in addition to an educational. The district is using ESSER funds to increase hours that the counselor spends in the district to be more available for students.

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.*

Being a small district that houses all of its students on one campus, it is much easier for us to ensure that our funds are equitably used district wide. Many of our approved capital projects benefit all students (library project, lunchroom tables, added classroom, bus sanitation, etc.) Teachers all have a direct line to the administration so their wants are not vetted by an outside party before reaching a decision maker.

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.*

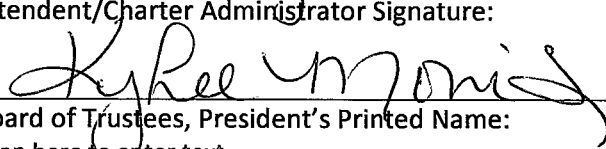
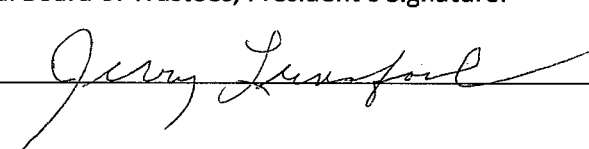
District students of all backgrounds, ages and socioeconomic status are progress monitored. All students are welcome to see the counselor and utilize other district available resources. Teachers closely monitor student needs and situations to the best of their ability.

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.* Prior to COVID and since, the district uses many avenues for progress monitoring in addition to individual teacher/classroom procedures. K-3 are monitored using Istation, Early Literacy and STAR Testing. 4-9 are monitored using SBAC & STAR Testing. 10-12 are monitored using STAR Testing, PSAT and SAT.

## 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: Click or tap here to enter text. <i>Kylee Morris</i>	
Superintendent/Charter Administrator Signature: 	Date: Click or tap to enter a date. <i>9/27/21</i>
Local Board of Trustees, President's Printed Name: Click or tap here to enter text. <i>Jerry Lusford</i>	
Local Board of Trustees, President's Signature: 	Date: Click or tap to enter a date. <i>9/27/21</i>

**Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than October 1, 2021.**