



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: Melba Joint School District #136

Website link to the LEA's ARP ESSER Plan – Use of Funds:
www.msd136.org

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.*

The MSD ReOpen Plan and Use of Funds is a continuation of the plan created prior to the opening of school for the 2020-2021 school year. The plan is continually modified as new information is received from the SDE, SBOE, CDC, SWDH, or other agencies. The plans are posted on the front page of the Melba Schools Website along with a form for public, staff, and parent input.

The plans were shared with the Melba Schools staff during meetings prior to the start of the school year.

Input is gathered throughout the year from all stakeholders.

All plan changes are approved by the Melba School District Board of Trustees.

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) guidelines¹ for reopening and operating schools for in-person learning.*

Funds are used to purchase additional cleaning supplies, hire additional custodial personnel, and provide additional time for transportation cleaning.

Funds are used to purchase personal protective equipment as necessary.

Funds are used to purchase/prepare additional signage to assist in the prevention and mitigation of spread of disease.

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;*

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

- 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.*

During the 2020-2021 school year the Melba School District remained open and provided face to face instruction for the full school year, we experienced no school closures for COVID. We used a variety of funds to make sure that every student had access to a laptop or iPad in case that we had to close school due to COVID reasons. We added exterior wireless access points around our school district to make sure that if we had to close our schools, students who did not have access to internet at home would be able to park around our school district to access the district wireless. We reviewed the option of providing wireless hot spots to families, but due to the fact that in many locations throughout our school district even wireless hot spots receive no signal – that was found to be a lesser solution than establishing a location at the school district where students could access the wireless. We used funds from a variety of sources to upgrade our Microsoft licensing to increase the security and access for all students and staff so that instruction could be provided to students in the case of school closure. This also allowed us the opportunity to provide online instruction for students who had to miss school in the case of being placed in quarantine due to possible exposure to COVID.

During the soft closure mandated by the state at the end of the 2019-2020 school year, we provided either online instruction or paper packets of material to our students. All staff worked to make sure each and every student had the opportunity to participate in learning the very best that could be provided under the circumstances.

Everyone is acutely aware of the fact that during the mandated closure of 2019-2020, the instruction provided was not as good as the face-to-face instruction provided during a normal school year. Therefore, we continued with our practice of screening all students with a math and reading assessment the first month of school. This provided us with information on how ALL students were prepared academically for the 2020-2021 school year. Intervention and enrichment opportunities were provided to all students based on the performance of this assessment. The benchmark was then administered again in the winter and spring. The data from the three assessments was used to determine the growth and needs of students. Funds from a variety of sources were used to purchase the benchmark assessments, curriculum for intervention and enrichment, and remediation programs.

During the 2020-2021 school year, there were 16 students in our district who chose to enroll in our “online” school instead of attending face to face. These students were provided with a device to connect to the internet, we verified that they had the internet access needed, and provided support throughout the year for their technology. The elementary students who chose this option were provided classes through the IDLA elementary option. By the second semester of the 2020-2021 school year, we had only 2 students who chose to enroll in the “online” option. All of these students came to the school site to participate in the state and district required assessments in order to provide us data on the impact of not attending face to face had on their academic performance. Even for students who were attending our “online” school, intervention opportunities were provided based on the specific needs of the student.

There were students throughout the school year who had to miss days of school due to the recommendation of quarantine from Close Contact Tracing. Each time this happened we made sure that the student had the opportunity to complete coursework and stay current with their

peers on any assignments.

The high school counselor and staff monitor students who may be at-risk of dropping out of school. Funds from this account will be used to purchase supplies/materials that students at risk may need.

Funds from this account will be used to provide training for all teachers on how to better help students impacted from trauma. This training will help teachers to be able to better identify students in need of additional support. This training will include how to work with the various subgroups of students.

Funds are used to purchase additional curriculum that is designed for online access as well as face-to-face teaching. This will enhance teachers' abilities to reach those students who may not be able to attend school due to quarantine or illness.

The school district will continue the practices put in place to work with and assist students who fall behind their peers regardless of the reason.

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.*

Melba School District will continue to ensure all funds are utilized according to all district, state, and federal guidelines.

The Melba School District leadership team meets weekly and student achievement data is regularly reviewed. This provides the information needed to determine student needs.

Funds are split equally between the two schools in our district and will be used for purchased services and supplies. The school district will continue to monitor the needs of both schools and the students contained therein, making adjustments to that split if needed.

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.*

Benchmark assessments are utilized for all students three times per year. This provides information regarding the academic needs for all students.

Interventions provided to students include: access to counselors, increased academic instructional time, tutoring in areas needed, providing mentors, access to remediation programs, and others as needed.

Social-emotional training is being provided to teachers during this school year. A counselor is available for students. All schools have teams in place to regularly monitor students' academic, social, emotional, and mental health needs.

Intervention and enrichment is provided to all students as needed. Attention is given to ensure that we do not miss any students who may need intervention or enrichment regardless of the subgroup to which they may belong.

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.* Benchmark assessments are used three times per year. Teachers use additional academic assessment to monitor the effectiveness of interventions. All student data is housed within a single data warehouse that allows for the ease of use by teachers, administrators, and counselors. This includes data regarding academic performance as well as behavior concerns. The district leadership regularly reviews the information for potential adjustment at the school and district levels. The information is provided to the Melba Board of Trustees at each monthly meeting.

Section 2: Assurances

Assurance	LEA Response	
	Yes	No
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: Sherry Ann Adams	
Superintendent/Charter Administrator Signature: 	Date: September 23, 2021
Local Board of Trustees, President's Printed Name: Ed Smith	
Local Board of Trustees, President's Signature: 	Date: September 23, 2021

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