



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

<b>LEA # and Name: Notus School District #135</b>
<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="https://www.notusschools.org/">https://www.notusschools.org/</a>

### 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.*

Parents, patrons, staff, and community groups were given the opportunity to review our plan and make recommendations, via meetings, website comments, directly to district staff and school board members, this is an ongoing process that began when we initially received the funds during the 2020-2021 school year. Our plan has been made available to community via our 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<sup>1</sup> for reopening and operating schools for in-person learning.*

Notus School District will utilize funds to help ensure that students are able to learn, and safely return to in-person instruction using layered prevention strategies. Meeting in-person can help to address educational progress and social and emotional well-being of students. In-person learning is a priority for Notus School District, and we have established strategies that promote safety for students and staff. NSD will continue to take steps to prevent the spread of sickness and disease following CDC guidelines. The funds have been used for 1) technology upgrades, 2) HVAC improvements for indoor air quality, 3) furniture purchase assist with social distancing, 4) PEP such as gloves, masks, hand sanitizer, and soap, 5) Increased maintenance and custodial assistance to disinfect surfaces according to CDC guidelines.
- 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:*

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

- 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.*

Students in Notus School District attended school in person during the 2020-2021 school year. Those who needed devices and/or hotspots were provided with them. This allowed for 24-hour access to Google Classroom in the event they became ill/exposed and were unable to attend school. Notus School District will utilize the funds to continue to support learning loss activities that began in summer 20-21.

Instructional software is available for all students K-12. Curriculum and resources are being updated that will provide more online opportunities for students. iReady is being used for both ELA and math diagnostic assessments. Targeted and intensive programs focused on basic literacy and numeracy have been put into place to support the needs of students who are behind their peers. We have EL and Title I paraprofessionals who specifically assist students with these needs. We are working to support acceleration and close the learning gaps that have been identified through testing and teacher recommendations. Students who are out of school have access to instructional resources through Google Classroom and direct contact with classroom teachers.

We will use MTSS protocols to identify and address the specific needs of all students, including those receiving 504 and IEP accommodations.

Students were identified for summer school and/or intervention programs at both the elementary and secondary level to address lost instruction and/or credit recovery. Transportation is available for these programs. We have increased the number of qualified paraprofessionals to assist teachers and allow them to provide the small group instruction needed for struggling students. We are in a consortium that provides opportunities for students who may need an alternative setting to be successful.

After school programs are available for elementary and secondary students to receive additional support academically and socially. Students who need specific assistance spend time with teachers who teach those subjects to receive increased support. Advisory classes are provided at the secondary level to give students additional time during the school day to receive support from content teachers.

School based counselors are available to students as needed. Through our Community Schools we have partnerships with local mental health services to assist students and families who are in need. Community schools' program, with the help of our McKinney Vento and foster care liaison also help to assure the needs of our high risk students are met.

We will continue to provide services, interventions, and equipment to all students regardless of their socioeconomic status or subgroup. We will utilize our counselors, staff, and Community

Schools coordinator to assure the needs of all of our students are addressed, academic, social emotional, or physical.

Our district provides certified and classified staff with four sessions of counseling as part of our benefit package. We regularly provide strategies to help support positive mental health. School counselors are available to staff as needed.

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.*

A large portion of the remaining funds will be used on salaries and benefits to maintain the current level of instruction and retain qualified staff. We will continue to address our technology needs to assure all students have the necessary tools at school and at home to be successful academically. Funds will be used to upgrade the indoor air quality by replacing older HVAC systems to enable operations and reduce the risk of virus transmission and exposure and support student and staff health needs. We will use some funds to purchase new curriculum to assure students have access to online learning opportunities. We will also focus on the social and emotional needs of our students and staff. Funds may also be used to backfill operational costs as a result of reduced funding.

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.*

Regular leadership meetings will be held to discuss district challenges. The district will respond to the academic, social emotional and mental health needs of all students, especially those who are most impacted by COVID. Interventions and services will be provided to ensure students have the support they need to be successful academically. We are working to partner with a mental health group who can provide services for our students as needed. Teachers meet weekly in PLT to identify and address the needs of students. Counselors and staff are available to help students meet any challenges that may arise. To support staff, the Employee Assistance Program will provide up to four counseling sessions.

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.*

The leadership team and teachers will review data monthly and identify areas of success and areas where support is needed. Teachers will use high quality assessments that are valid and reliable to inform teaching and learning. Teachers meet weekly to monitor student progress.

iReady ELA and Math benchmark assessments will be utilized for all students and MTSS teams will track/document data to monitor student progress and the effectiveness of the implemented interventions. Learning plans will be created to address progress and adjustments to instruction to assure we are able to effectively address unfinished learning for all students.

All PLCs meet regularly to review student data and identify strategies to close gaps in learning, and discuss student progress toward grade level proficiency. All students receive core grade level instruction in both reading and math. For those qualifying for additional interventions goals are written in the appropriate subject area. Highly trained staff provide the necessary interventions to meet students' needs. Intervention is available during the school day and after school utilizing board adopted curriculum and evidence-based supplemental resources. Progress monitoring is conducted frequently, communicated with parents, and documented by teachers. Interventions are based on student needs related to attendance, behavior, grades, and other factors.

## 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:  
Tana Kellogg

Superintendent/Charter Administrator Signature:	Date: October 1, 2021
Local Board of Trustees, President's Printed Name: Karen Hardcastle	
Local Board of Trustees, President's Signature:	Date: October 1, 2021

**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.**