



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, 2022.

LEA # and Name: North Gem School District #149

Website link to the LEA's ARP ESSER Plan – Use of Funds: www.sd149.com

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 North Gem School District sent out a digital survey starting the end of July and ran through August. The link was sent through email, the district website and district Facebook page. The survey explained the allowable uses of the funds as well as some ideas of what to use these funds for as well as gave the patrons the opportunity to share their ideas on the use of funds. The survey questions were written by District administration and feedback on the questions was offered from the school board. The survey was open for over a month and the results of the survey was shared with the school board. This plan was then written and presented to the school board for recommendations and approval and posted for patrons to review.

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.*

The CDC has recommended that school improve the air circulation and ventilation in the schools. The North Gem School District has decided to use ARP ESSER III Funds to improve school air quality through improved ventilation.

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.*

The North Gem School District has decided to use 26,600 dollars or more of the ARP ESSER III Funds to provide evidence based interventions such as Multi-Tiered Systems of Supports (MTSS) in grades K-12 in greater detail. This includes providing a system to monitor student growth and achievement in all grades and in various subject areas. This includes providing one-on-one or small group instruction in the area of need for all students based on assessments. This can also mean various technology based and written based interventions. In addition to these interventions these funds will be used to support summer reading and math enrichment programs, after school programs/ tutoring to continue to help close the gap of learning loss. In the area of engagement, we will be using these funds to infuse more interactive opportunities in various programs and classes for our students. With our small class sizes and small enrollment numbers we are able to provide the support to all students no matter the groups above. We work with all students and intervene based on what the assessments show.

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.*

The North Gem School District is planning to use the money for school improvements to increase ventilation and air quality and for learning loss purposes. There may be some technology purchased that is needed to be able to fulfill the learning loss purposes but the money will be used for these purposes.

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.*



The North Gem School District will be working in Professional Learning Communities (PLC's) utilizing the Response to Intervention (RtI) strategies in grades K-12. We have an assessment plan to monitor the students' progress and we continue to monitor the progress of all students in each tier and provide the intervention and adjustments they need to succeed. The Interventions that we use vary from pre-teach, reteach, intensive skill based interventions, online paced intervention in math and reading. These are done small group or one-on-one based on the needs of the students based on our intervention, assessment and progress monitoring system K-12th grade. With our small class sizes and small enrollment numbers we are able to provide the support to all students no matter the groups above. We work with all students and intervene based on what the assessments show.

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 North Gem School District monitors student achievement and growth through our assessment plan. Our Universal Screener for reading proficiency is 1st-8th grade using the Star Reading Assessment Quarterly. We use the iReady Math assessment quarterly to monitor K-8th grade student math proficiency. These are our universal screeners for elementary and middle school. In Kindergarten- 5th grade we have benchmark assessments that are completed in each grade as well. Benchmark Assessments include high frequency words, spelling, reading fluency, math fact fluency (+, -, x, /) and writing skills. In K-3rd grade we use the Istation Assessment monthly. With all this information students are provided small group or one-on-one instruction in their area or areas of need. We track if the intervention is working through progress monitoring on a more frequent basis on skill specific areas we are intervening in. In grades 3 - 12th grade we have worked on doing interim ISAT assessments as a content check and formatting review of the assessment. The ISAT scores are also reviewed to see growth and achievement from one year to the next. In 9-12th grade we also have the students take the PSAT and SAT to see how they are growing and achieving in preparation for career and college readiness. We have been working as a staff on pre and post assessments to monitor student growth and learning in all subject areas. We are working this year on formative assessment to make sure we are monitoring student growth and finding things that students are missing and reteach these concepts.

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 X	No

Signatures

Superintendent/Charter Administrator Printed Name: Dr. Todd Shumway	
Superintendent/Charter Administrator Signature: 	Date: 8/22/2022
Local Board of Trustees, President's Printed Name: Raini Hayden	
Local Board of Trustees, President's Signature: 	Date: Click or tap to enter a date. 8/22/2022

Email this completed and signed plan to Lisa English at lenglish@sde.idaho.gov no later than October 1, 2022.