

Nine Key Outcomes from the ARP Advisory Committee Presented September 22, 2021 to the TFSD Board of Trustees

Below are the nine major areas identified by the American Rescue Plan (ARP) Advisory Committees. Underlying almost all of the nine areas is the funding for transportation to and from the below stated activities as the advisory group understands that transportation for some of our students can deter or keep them from participating in activities.

1) Extended Learning Opportunities/Missed Learning Opportunities

The ARP Advisory committee believes there were, and continue to be, missed learning opportunities resulting from the pandemic. The TFSD will work to provide additional learning opportunities that encompass all areas of academics to help fill gaps created over the past 18 months. This can be achieved in a variety of ways including credit recovery, tutoring, extensions, and enrichment. We will also look at expanding alternative avenues for educational advancements. Examples include but not limited to:

- A. Summer School
- B. Night School (In person classes)
- C. Credit Recovery (in person classes)
- D. Tutoring
- E. Saturday School
- F. CTE/STEM/ Programs
- G. Pre-School and All Day Kindergarten

2) Comprehensive After School Programs/After School Enrichment Programs

The TFSD will support and work with the community by providing after school enrichment programs that encourage growth in areas not addressed in general education classrooms. These programs could be open to all family members within the Twin Falls School District community. We will support participation in these programs by providing daily snacks and transportation. Examples include but not limited to:

- A. E Street After School
- B. Boys and Girls Club Programs
- C. 21st Century Grant Programs
- D. CTE/STEAM/ Programs

3) Classroom Support/Recruitment and Retainment of All TFSD Employees

In order to maintain a highly qualified environment, our students need consistency and support. This can be accomplished through the recruitment and retainment of all TFSD employees. The TFSD needs to continue striving towards having competitive salaries, retainment incentives, and guest teacher performance incentives. In addition professional development training on instruction with multiple entry points (in-person, recorded, online, and individually paced) will be key. Finally, classrooms need to be adequately supplied with current and relative educational resources. Without

consistency and support, we will not be able to maintain a highly qualified environment for our students. Examples include but not limited to:

- A. Utilization of Pre-Service Teachers
- B. Hiring Incentives
- C. Incentivizing Months of Service
- D. Embedded Professional Development Opportunities

4) **Community Support**

The TFSD will utilize ARP funds to build and enhance community support by developing relationships with businesses, agencies, staff members, students, and parents, through offering mental wellbeing support, resources, intervention/enrichment, and support services in centralized and specialized places. Examples include but not limited to:

- A. Parent College
- B. Community Schools
- C. Parenting Classes
- D. Additional Homeless Assistance

5) **Updating Facilities**

The ARP committee recommends updating school facilities. These facility upgrades will impact environmental concerns and staffing to help mitigate transmission of respiratory illnesses. Along with this, the ARP committee sees the need to upgrade facilities in order to improve the learning environment to help mitigate pandemic-created learning loss.

- A. Additional Personnel
- B. HVAC / Air Filtration
- C. Facility Upgrades
- D. Classroom seating
- E. Playgrounds
- F. Kitchens/Cafeteria

6) **Behavioral Health**

The TFSD will strive to focus on behavioral health and to provide mental and behavioral health support for all stakeholders including parents, students, certified staff, classified staff, and support staff. Through encompassing direct services to students and involving advisory type lessons, we will be able to have adequate staffing and training to provide a circle of support for overall mental health and wellbeing in the district. Some possible extra staffing include:

- A. Therapists
- B. School Psychologists
- C. Behavioral Specialists
- D. Nurses

7) **Curriculum Upgrade**

Traditionally, students have textbooks for all of their academic classes. The TFSD has been unable to keep up with curriculum purchases due to decreased funding over the past decade. As a result, curriculum needs to be updated so students have access to Tier I, II, and III resources in print or online and are able to access wherever needed. In addition, staff need access to the intervention programs for Tier II and III and the opportunity to make recommendations for new or updated programs. Options included but are not limited to:

- A. Establish a committee to make recommendations on curriculum to adopt
- B. Train TFSD staff at the beginning of an adoption cycle
- C. Develop a plan for ongoing training for teachers who are new to the district
- D. Explore options for purchasing e-books for the libraries
- E. Develop a K-12 comprehensive assessment system for benchmark, progress monitoring, and interventions of student learning

8) **School and Staff Support**

The TFSD will utilize funds to provide support to staff and schools. This includes funds for stipends, incentives, increased staff, programs to provide assistance to employees, and may include grants for innovative educational ideas at the building level.

Examples could include but are not limited to:

- A. Employee Assistance Programs
- B. Stipends for additional work related to added duties in response to COVID
- C. Incentives for guest teachers and other areas of staff shortages
- D. Building level grants
- E. Incentives for healthy living
- F. Increasing staffing in areas of critical need such as lowering class sizes or providing additional support staff in high need areas

9) **Maintaining and Operating Schools**

The TFSD will utilize funds to maintain and operate schools during the pandemic. This includes, but is not limited to, addressing loss of units related to low attendance resulting from students out of school due to illness or quarantine. It may also be used to keep all employees employed despite a potential loss of funding from the state of Idaho due to reduced Average Daily Attendance (ADA) or a reduction in foundational support resulting from the freezing of the Public Education Stabilization Fund.

The administration of the TFSD would like to thank the ARP Advisory Committee for their time in helping to identify key areas for utilization of ARP funding for the 2021-23 school years. The committee met on August 12, August 26, and September 9 from 6:00pm to 8:00pm to develop the above proposal. We are so thankful for the committee members representing stakeholders from throughout the TF community for giving of their time and talents to ensure these one-time funds are maximized and utilized in a strategic and responsible manner.