

Appendix H: LEA ARP ESSER Use of Funds Template

Instructions: Complete this plan template by engaging 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. Submit this plan, or a Plan developed by the LEA that includes all requirements,

to Lisa at english@sde.idaho.gov by October 1, 2021.

LEA # and Name: Twin Falls School District #411
Website link to the LEA's ARP ESSER Plan – Use of Funds: https://docs.google.com/document/d/1cVn8kxRpe7YaigM143ebOkVsr_QWaAhwW1tCOzytmmY/edit https://www.tfsd.org/american-rescue-plan-community-feedback/ Other link that Eva will get to us

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.*

In order to ensure a wide range of community opinions, the Twin Falls School District #411 created a community committee to provide input into the major components of the ARP plan. This group engaged in 3 meetings where ideas were shared and prioritized. The meetings began in August 2021 and concluded in the middle of September 2021 to allow for a public comment period before consideration by the TFSD Board of Trustees on September 29, 2021.

In order to ensure every stakeholder group was represented, the TFSD Leadership Team mapped out all of the various stakeholder groups in our community and compared the list to those identified in the template. From here, contacts were made to individuals from these various groups inviting them to be a part of the process. In many cases individuals directly from the group agreed to participate. We also had participation from individuals whose job it is to work directly with these groups and are intimately knowledgeable of their needs. The following groups were involved from the Twin Falls Community and a sign-in sheet utilized for each meeting:

- **District Administrators**
- **School Administrators**
- **Classroom Teachers-elementary, secondary, alternative, CTE, etc.**
- **School Counselors**
- **Union Leaders**

- **Parents-various Ages and Ethnicities**
- **Students-multiple Ethnicities and SES**
- **Homeless**
- **Migrant**
- **School Trustee**
- **Business Leaders**
- **Special Education**
- **English Language Learner**
- **Special Education Advocacy**

After completion of the draft plan by this committee, it was then shared on the district website for a comment period. Written comments were taken and reviewed. The final plan was presented to the Board of Trustees for final approval. Prior to approving the plan on September 29, 2021 the Board allowed for public testimony.

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) guidelines⁴ for reopening and operating schools for in-person learning.

The ARP funding will be used along with other district funding sources to continue to provide a safe and clean learning environment. These strategies will impact environmental concerns and staffing to help mitigate transmission of respiratory illnesses. The TFSD #411 will continue to review updated CDC recommendations and implement strategies aligned to the most recent recommendations for limiting the spread of COVID-19 within the school setting.

Based on current recommendations, the Twin Falls School District will use the ARP funds to implement the following prevention and mitigation strategies:

- **Address HVAC systems within the building to address ventilation and filtration to improve air quality within school buildings**
- **Proper cleaning and sanitizing procedures will be followed and products will be purchased for use within all school buildings including, but not limited to:**
 - **Cleaning supplies**
 - **Hand sanitizer**
- **PPE will be made available to both staff and students free of charge based on recommendations of the CDC. This includes access to face masks including N95 masks**
- **Creation and distribution of materials related to respiratory hygiene and wellness**
- **Utilization of school nurses for testing of staff and students desiring to be tested**
- **Provide and maintain barriers (such as plexiglass) in high traffic areas to protect staff and students**

It is important to recognize that as more is learned about the spread of COVID and new variants, the recommendations from the CDC are likely to be modified. The TFSD will utilize the Back to School plan to react quickly to new information and utilize funds from this category to move quickly on mitigation strategies.

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.*

TFSD through reflection of our strategic plan and with support of the ARP committee have identified key areas in which the ARP funding can help address the academic impact of lost instructional time and help maintain the high quality environments for our students. These key areas include the creation of targeted extended learning opportunities, comprehensive professional development for our staff where needed, and the upgrade of curricular resources in all tier levels of instruction. Twin Falls School District will specifically target the needs of students disproportionately impacted by COVID-19. Students will be identified through analyzing student achievement data.

K-12 programming will focus on the impact of lost instruction time for mathematics, English language arts, and science. Teachers from all disciplines will be given time to collaborate and discuss how to best meet the needs of students related to learning loss resulting from COVID. Below is a list of programs and interventions that we will be using to screen students and design appropriate interventions to help them get back on grade level.

Programs specific to secondary programs, emphasis on students who are at risk, include:

- **Credit recovery programs such as Plato to allow students impacted by loss of learning to matriculate and graduate on time**
- **Achieve 3000 for students that are below grade level in reading and writing**
- **Math 180 and Read 180-Tier II intervention programs that give students additional exposure to grade level content and assist with identifying and remediating deficiencies**
- **CTE Intensives- 8th grade recovery with intensive exploratory of programs**

- English Learner specific summer school
- SIOP professional development for the teachers
- Before school and afterschool tutoring
- Saturday school program for students that are falling behind academically
- Other programs as determined by the leadership team

Programming at the elementary schools, emphasis on students who are at risk, will focus on:

- Targeted instruction in mathematics and early foundational reading skills
- Support for teachers through intensive professional development in the science of reading and conceptual to procedural mathematics understanding
- Learning opportunities for both staff and students will be targeted in the area of need identified through data analysis and close monitoring of progress.
- Before school and afterschool tutoring for those students most impacted by the loss of learning opportunities caused by COVID-19
- Other programs as determined by the leadership team

Programming with a district focus, emphasis on students who are at risk, will include:

- Continued support in professional learning communities, core instruction and data analysis
- Training and support for paraprofessionals and support staff
- Continue to solidify current district initiatives in English language arts, mathematics, best practices for meeting needs of underserved populations
- Updating curriculum to ensure students have access to Tier I, II, and III resources in print and online to specifically meet the needs of students who have been disproportionately impacted by COVID-19
- Access to the intervention programs for Tier II and III that follow best practices when working with students who have been affected by loss of instructional time

TFSD is making a concerted effort to align all district programs in grades K-12 with general, English language learner, and special education to ensure that our students are being provided consistent instruction throughout the district. This will allow us to support a comprehensive system of assessment and professional development that directly targets the needs of all students.

The main goal of this portion of the funding is to intervene and remediate students to help them get back on grade level or to progress towards grade level by the end of the grant cycle. With this goal in mind, we will be meeting regularly with the leadership team to evaluate progress and make decisions as unforeseen needs arise.

4. Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix G) . 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 TFSD recognizes that staff, community involvement and maintaining safe school environments is essential in supporting all students. ARP funding will be used to support those areas in the following ways:

- To continue to provide support to staff and schools. This includes funds for stipends, incentives for healthy living, stipends related to additional duties in response to COVID-19, increased staff in areas of critical need (EL, SPED, Migrant, and homeless), and programs to provide assistance to employees. The TFSD will continue striving towards having competitive salaries, retainment incentives, and guest teacher performance incentives. In addition, professional development training on instruction with multiple entry points will be implemented.
- To 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.
- 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.
- 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.
- 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.
- To provide building level grants to meet the needs of students. Priority will be given to schools with underserved populations.
- To align all district programs in grades K-12 with general, English language learner, and special education to ensure that our students are being provided consistent instruction throughout the district.
- To update curriculum so students at risk have access to Tier I, II, and III resources in print and online in the classroom as well at home. Traditionally, students have textbooks for use in their academic classrooms. The Twin Falls School District has been unable to keep up with curriculum purchases due to decreased funding over the past decade. Assess the intervention programs for Tier II and III and make recommendations for new or updated programs to support targeted instruction for at risk students.

As TFSD plans are implemented the committee will revisit progress on identified goals and assess where changes and adjustments need to be made to ensure that the funds are being used to support students and educators in the most effective ways based on need.

⁴The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools/childcare/index.html>

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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, and migratory students.

Through TFSD curriculum and assessment adoption processes, only research based core instructional resources and interventions are considered. These adoption processes have allowed TFSD committees to review and pilot programs that are designed to meet the needs of all students. Current and future intervention resources and training are reviewed and adopted through the support of our district grade level leads. As mentioned above, the TFSD is making a concerted effort to align all district programs in grades K-12 with general, English language learner, and special education to ensure that our students are being provided consistent instruction throughout the district. This work will continue as we begin to plan for and align the projects in the ARP Plan.

TFSD will continue to support a comprehensive system assessment and intervention system that will target areas in which students need the most support. Data from these assessments will then be analysed by district and building level teams to ensure that adequate progress is being made, curricular resources are effective, and that students are supported in targeted areas of behavior, reading and math. This system of assessments target specific skill areas, and provide research based interventions to support educators and students in meeting the needs of all students.

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. Best practices in trauma informed instruction with professional development on restorative practices and consistent behavior approaches will be implemented at the district and building levels.

As TFSD plans are implemented the committee will revisit progress on identified goals and assess where changes and adjustments need to be made to ensure that the funds are being used to support students and educators in the most effective ways based on need.

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.

TFSD currently assesses students three times per year on universal screen tools offered through Istation. Data is analyzed by buildings and the district during scheduled data days. Goals and student intervention groups are determined by grade level teams at monthly meetings to discuss student progress. Students are assessed monthly on the IRI/ISIP, and on demand interim assessments are used to drill into target areas.

Students at the middle schools are assessed three times per year for mathematics using the iReady program. However, we do not have a comprehensive program to assess student progress in mathematics at the high school level or a program to assess all students reading and writing progress. We feel it is important to have a K-12 program that assesses student progress in mathematics and language arts. Through analysis, TFSD has found that there is a need for more targeted assessments in identifying specific skills in both math and reading.

TFSD will use ESSER funds to purchase a comprehensive system of assessments and interventions which will provide detailed information on targeted areas in which students and classrooms need the most support. The system includes behavior, reading and math assessments that target specific skill areas, and provide research based interventions to support educators and students in meeting the needs of all students.

As TFSD plans are implemented the committee will revisit progress on identified goals and assess where changes and adjustments need to be made to ensure that the funds are being used to support students and educators in the most effective ways based on need.

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 X	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 X	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	Yes X	No <input type="checkbox"/>

and meetings on file at the LEA.		
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 X	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes X	No <input type="checkbox"/>
<p>[5a] If the LEA response with 'yes', this is an open-ended item for the URL Website link to the LEA's ARP ESSER Plan – Use of Funds: https://docs.google.com/document/d/1cVn8kxRpe7YaigM143ebOkVsr_QWaAhwW1tCOzytmMY/edit https://www.tfsd.org/american-rescue-plan-community-feedback/ Other link that Eva will get to us</p>		

Superintendent's Printed Name: Dr. Brady Dickinson

Superintendent's Signature: Date: *September 29, 2021*

School Board President's Printed Name: Mr. Bryan Matsuoka

School Board President's Signature: Date: *September 29, 2021*

Submit this plan to Lisa at lenglish@sde.idaho.gov no later than October 1, 2021.