



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: Glenns Ferry Jt School District #192
Website link to the LEA's ARP ESSER Plan – Use of Funds: www.glennsferryschools.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.*

Consultation with stakeholders began during the spring of the 2020-2021 school year as GFSD staff spoke with students in these groups and worked with parents to reach the needs of all of our students. Also during that school year, staff received input from parents on the needs of children in the district.

The ARP ESSER fund plan was on multiple board agendas, allowing for the public to provide further input in a more formal manner to the GFSD Board of Trustees and Administration on the use of these funds. Along with this, a survey regarding school programs and facilities was sent out to parents in August of 2021 allowing them anonymous feedback opportunities on expenditure of funds.

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.*

First, the HVAC system in the school building is being completely replaced in phases. This system replacement and upgrade will bring a more efficient system in our district. It will recycle in exterior air more often, making it cleaner to breathe and therefore will assist to mitigate the spread of COVID in our building.

ARP ESSER funds will be dedicated to COVID Testing as well. This will allow us to test students and or staff who show symptoms in a more efficient and effective manner. In turn, this will assist in the mitigation of the spread of COVID.

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

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.*

For the Learning Loss portion of these funds, GFSD has numerous activities planned in order to assist our students. These activities include summer school with transportation provided for students in summers of 21, 22, and 23 as well as the implementation of a Friday School. GFSD runs a Four Day School Week and so the implementation of Friday School from 8:00am-12:00pm will allow educators time outside of the regular school day to address the needs of learners to ensure they are working towards grade level and standard achievement.

Along with these learning opportunities, GFSD is adding three positions to our staff with a grade 4-8 ELA Interventionist, a grade 6-12 Math Interventionist, and a paraprofessional to work in Kindergarten. These people will work with students in both one to one and group activity interventions on ELA Literacy and Math interventions. Lastly, Learning Loss funds will be dedicated to purchasing one more hour of teaching from a staff member in the High School due to a number of students struggling in a class last year making it a need to be re-taken during this school year.

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 remaining funds will be spent on a number of items that will allow us to stay in school in a safe and effective manner. The remaining funds will be dedicated in district wide activities that will support all students and staff in remaining in school, in person as much as possible.

In addition to what has already been explained, we will use a portion of our ESSER dollars to assist us in keeping the right personnel employed in our district by adding additional pay to our school paraprofessionals as well as our school district nurse. ESSER dollars will be utilized to provide the Employee Assistance Program to our staff at no cost. This program allows our staff up to eight consultation visits per incident during the school year with a counselor, attorney, financial adviser, etc. This will assist us in keeping the social and emotional well-being of our staff the best it can be and keep them in the building as much as possible as well. We are a small, rural district all under one roof so the staff that work in our building get to know our students and families well. These roles are vital in assisting student needs not only academically, but physically and emotionally as well.

Lastly, our ESSER dollars will go toward building infrastructure needs that will assist us in keeping the building open for years to come. With an aging fire suppression system beginning to fail, we will plan to use these funds in order to replace it. When the aged pipes rust out, this

causes leaks which then causes alarms to go off. These interruptions of learning are not needed on top of what we feel we are already trying to get back due to the pandemic.

The next infrastructure need we will plan to address is that of our school building boiler. The current boiler is beginning to fail and as it does, parts are becoming harder to find due to the age of the boiler. So, a real possibility of shutting school down in order to fix or repair something on the boiler and needing to shut the water off to the building is present. Without hot water, needs of our food service staff could not be met. Along with this, we would not be able to properly sanitize the building. Not meeting their needs may end up with healthy meals not being served to our students. In the end, a replacement with a new boiler and system is needed in order to operate day to day instruction and school in a safe, efficient manner.

After completion of these needed infrastructure improvements, we would like to dedicate the remaining portion of these dollars to use for further infrastructure project improvements.

- 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.*

With the interventions GFSD has planned, we feel that we will create a positive impact on all students in our district regardless of socio-economic status, race, disabilities, or other challenges that our students may be facing. These impacts will be academically, socially, and emotionally. We feel that with the plan we have, our students will have more resources academically, will want to come to school because it will look and feel like a place they want to be, and will be able to stay in classes more consistently with a solid infrastructure. We believe this because the positions we are adding will address needs of all students, additional pay for our nurse will keep her at our school longer each day to serve any student, regardless of need. Additional pay for currently employed paraprofessionals will keep them here at our school ready to assist students, particularly students with disabilities who need extra attention in order to achieve. The addition of Friday school during the year and Summer School at the end of each school year will allow for additional learning time for students and more time for our staff to continue to build connections, relationships, and trust with students as we all move forward during the pandemic.

The infrastructure projects planned to use these funds on will allow for cleaner air to breathe for all students and staff, water to be heated properly without school interruption, and the safety of the environment to continue without class interruptions during the day. These upgrades will be something that will have a lasting positive effect on the students and staff of GFSD for years to come.

Combining these responses using our ESSER dollars will allow us to move forward in a manner that will make our day to day operations more pleasing for all who are here and who will be here. Meeting the needs of our students is our priority and meeting them in our building and our campus is the way we can do that.

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.

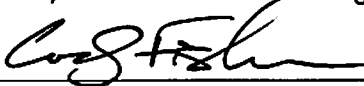

GFSD will monitor all students academically as well as their social emotional well-being. We will do this through the use of district common assessments in the elementary school, End of Course Assessments in the middle and high schools, along with using the Interim ISAT Block Assessments in all three schools.

Checking our students' well-being will be done through a variety of approaches. These include the School Counselor check ins, advisory, the use of our in-house Clinician and through informal staff conversation with students.

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 <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: Cody Fisher	
Superintendent/Charter Administrator Signature: 	Date: September 29, 2021
Local Board of Trustees, President's Printed Name: Rich Wootan	
Local Board of Trustees, President's Signature: 	Date: September 29, 2021

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