



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: Genesee Joint Schools #282

Website link to the LEA's ARP ESSER Plan – Use of Funds:

<https://www.sd282.org/site/default.aspx?PageID=302>

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.

Genesee Joint School District has created a COVID-19 Committee consisting of staff, students, parents and administration. The committee will seek also input from external stakeholders. Throughout the year, the district will invite stakeholders from the community to participate in Zoom meetings or in person community meetings held at the district (depending on status of community) to provide information as well as gather input on the district procedures, protocols and current status regarding COVID-19, etc.

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.

Funds will be utilized to provide resources to enable teachers to provide safe face to face instruction as well as online instruction. Resources such as PPE equipment will be purchased as well as the necessary equipment to enable the district to provide safe distancing and a healthy environment for students and staff.

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/communityschools-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.
- e.

The Genesee Joint School District will utilize funds to identify, support and reengage students by the following actions:

Genesee Joint School District has implemented specific intervention times within all the elementary grades to support classroom instruction in the area of Mathematics and ELA. This is dedicated support for those who are struggling with the loss of instructional time and those who are performing below grade level in core subject areas. Genesee Joint Schools will also be providing afterschool programs for all students K-12 to support their academic needs. This district has also implemented a MTSS team to deal with academic and behavioral issues.

By providing support for students who are struggling academically/ behaviorally, we believe it will lessen the risk of students dropping out of school due to lack of academic success.

Resources will be provided to all students within the district regardless of income, race, disability or status. All students will have the same opportunities for support regardless of their demographics or financial status.

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.

Genesee Joint School District will spend the remaining ARP ESSER funds as consistent with section 2001(e)(2) of the ARP Act. The district consists of only one K-12 building, so the funds will not need to be allocated in any specific manner, but will be utilized to support the entire K-12 district. Funds will be utilized based on student need to ensure equitable and inclusively support student success.

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.

Genesee Joint School District currently employs 1.0 counselors as well as a 1.0 Community Coordinator to support students in a variety of different ways including social, emotional and mental health.

District staff will receive additional PD training in 2023/2024 in the area of TBRI (Trauma Based Response) to support students who may have needs that the district staff may or may not be aware of. The district has also identified students who were struggling academically/behaviorally during the 2022/23 school year and will be inviting students to participate in TBRI (Trust Based Relational Intervention) activities.

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 district will monitor students through the MTSS model. K-6 students will be assessed monthly in ELA and Mathematics using iStation as well as formative and summative assessments in their grade level. Students in grades 7-12 will be assessed quarterly and monitored for academic progress in their core area classes. Priority will be given to those students showing the greatest needs.

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

individual with a disability, will be provided in an alternative format accessible to that parent.		
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: Wendy J Moore	
Superintendent/Charter Administrator Signature: 	Date: August 14, 2023
Local Board of Trustees, President's Printed Name: <small>Click or tap here to enter text.</small> Alan Krick	
Local Board of Trustees, President's Signature: 	Date: August 14, 2023

Email this completed and signed plan to Lisa English at lenglish@sde.idaho.gov no later than October 1, 2023.