



LEA ARP ESSER Plan – Use of Funds

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 english@sde.idaho.gov by October 1, 2021.

LEA # and Name: Orofino Joint School District #171

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

[District Website](#) Under Plans

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.*

<u>Time line</u>	<u>Activity</u>	<u>Persons</u>
August 16, 2021	Draft Review by Board	Dr. Garrett/BOE
August/September 2021	Review/Refine Draft	Covid Committee
Jan 12, 2022	Mid-Year Plan Review	Covid Committee
January 17, 2022	Submit any changes to the Board of Education for review.	Dr. Garrett
May 11, 2022	Plan Review – Planning for 2022/23 school year.	Covid Committee
May 16, 2022	Submit any changes to Board of Education for review	Dr. Garrett
November 16, 2022	Mid-Year Plan Review	Covid Committee
November 21, 2022	Submit any changes to Board of Education for review	Dr. Garrett
May 10, 2023	Plan Review – Planning for 2023/24 school year.	Covid Committee
May 15, 2023	Submit any changes to Board of Education for review	Dr. Garrett

Meetings are scheduled as the above table indicates. The October Federal Funding meeting was scheduled later due to conflicts in scheduling. The Board of Trustees has discussed the plan during regularly posted public meetings. Constituents are encouraged to speak during the public input portion of the meetings.

- Parents/Guardians at OJSHS have expressed interest in after school and Friday tutoring sessions. The primary areas of concern are mathematics and language arts. Feedback

was gathered through phone calls for Academic Response To Intervention Team and teacher contacts evidenced through school wide communication log.

- Parents/Guardians, Teachers, and Students have expressed interest in credit recovery programs in the core content areas of Mathematics, Science, and Language Arts. Certified teachers would be willing to perform off contract work for a set stipend amount.
- Student leadership and custodial staff have expressed the need for water bottle fill stations. This was expressed through student leadership and an effort to raise community funds through a senior project.

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.*

Handwashing and Health Etiquette

Staff and students will be encouraged to practice handwashing and respiratory etiquette (covering coughs and sneezes) to keep from getting and spreading infectious illnesses including COVID-19.

- Hand sanitizer will also be available within/outside of every classroom for students to utilize.
- Students will be encouraged to wash hands with soap and water for at least 20 sec.
- Teaching healthy habits such as covering mouth and nose appropriately.

Cleaning and Maintaining Healthy Facilities

- Standard cleaning procedures will be done daily.
- Bathrooms are cleaned daily.
- Desks and chairs are wiped down daily.
- Handrails, door knobs, light switches, telephones, sinks, drinking fountains, countertops wiped down daily.
- Lunchroom tables will be cleaned prior and after each meal service.
- Classrooms will be vacuumed daily.
- Computer labs / keyboards will be disinfected after use.
- Trash will be removed daily from the classroom / building.
- Cafeteria will be cleaned as required on a daily basis.
- Food service staff will wear gloves and masks and other PPE if necessary.
- Hand sanitizer, soap/paper towels and tissues will be made available to all employees/students.
- Plastic gloves will be made available to all employees.
- Gymnasiums and locker rooms will be cleaned daily.

Transportation

The following procedures will be in place throughout the school year regarding the cleaning and sanitizing of buses used for student transportation.

¹ The most recent guidelines can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

- Cleaning of seats will be done following every route or event.
- Students will be asked to set with family members when possible. Assigned seats may be given.
- Hand sanitizer will be made available on buses for student/driver use.
- When possible, seats will be left open to help space students.
- Windows will be opened as much as reasonably possible to increase circulation.

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:*

- Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
 - Students who did not consistently participate in remote instruction when offered during school building closures; and*
 - Students most at-risk of dropping out of school.*
 - 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.*
- Students in quarantine in our rural area have chosen to stay home due to COVID risk and have struggled to engage due to connectivity issues, family support, and access to instruction. Many of these students fall under the poverty line. This has led to learning loss and credit deficiency for some students. Having a consistent academic and credit recovery program would offer a way to fill gaps upon student return from quarantine and get students back on track for graduation.
 - Summer reading programs were implemented in the summer of 2021 at local libraries to engage and support students in academic deficiencies. Transportation and curriculum were provided.
 - Additional support is being provided outside of regular school hours including Friday school and before/after school tutoring.
 - The district has also added additional personnel and courses to help reduce class sizes as well as offering engaging alternatives to traditional courses.

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 funds are allocated equally across the district to schools based on student enrollment and need. Professional development and training for specific areas are considered as well as whole group PD. Each school has its own unique needs and culture which aids in dictating the needs of students. Additional curricular resources are utilized to help catch the needs of students.

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.*

- Students in quarantine in our rural area have chosen to stay home due to COVID risk and have struggled to engage due to connectivity issues, family support, and access to instruction. Many of these students fall under the poverty line. This has led to learning loss and credit deficiency for some students. Having a consistent academic and credit recovery program would offer a way to fill gaps upon student return from quarantine and get students back on track for graduation. Higher levels of academic confidence and teacher relationships on non-academic days provide students with a boost in confidence and a way to “get out of the hole” that can lead to dropping out.
- Summer reading programs were implemented in the summer of 2021 at local libraries to engage and support students in academic deficiencies. Transportation and curriculum were provided.
- Additional support is being provided outside of regular school hours including Friday school and before/after school tutoring.
-

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 has established benchmark testing and progress monitoring through the purchase of MAPS programs. In addition, the district uses state assessments such as IRI and ISAT to track student progress.

Local assessments are also utilized to determine instructional variance throughout the district. Instructor monitoring takes place continuously throughout the district with specific meet times designated for review and adjustment with essential personnel.

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 x	No ☐
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 ☐

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 x	No ☐
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 ☐
5. The plan is publicly available on the LEA website.	Yes x	No ☐

Signatures

Superintendent/Charter Administrator Printed Name: Dr. Michael Garrett	
Superintendent/Charter Administrator Signature:	Date: 09/29/2021
Local Board of Trustees, President's Printed Name: Charity Robinson	
Local Board of Trustees, President's Signature:	Date: 09/29/2021

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