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: #304  Kamiah Joint School District |
| Website link to the LEA’s ARP ESSER Plan – Use of Funds: www.kamiah.org/covid19-school-updates/ |

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.

Beginning in the spring of 2021, the Kamiah Joint School District formed an ‘ESSER Strategic Planning & Investment Committee’ to consult with and gain input from school and community stakeholders in an effort to determine the most appropriate use of ESSER funds for the continuous and safe operation of in-person learning. That group included parents, teachers, middle school principal/special education director, high school principal, elementary head teacher, district maintenance director, board members, and community business leaders, and superintendent. The ESSER Strategic Planning and Investment Committee met throughout the spring of 2021 to achieve three goals; 1) Review and analyze the physical footprint of Kamiah School District. 2) Develop a greater understanding of the ESSER I, II, & III acts & 3) Identify, & prioritize capital improvement and other necessary projects that are allowable under ESSER I, II, & III guidelines to prepare for and mitigate the spread of Covid-19.

The ESSER Strategic Planning & Investment Committee also met with local representatives from the Nez Perce Tribe ERWM Air Quality Program. Johna Boulafentis, presented to the committee and provided information associated with her role as an Environmental Specialist specifically working with Air Quality on the reservation. Mrs. Boulafentis also provided the committee members with tools to use to assess air quality in their classrooms.

The ESSER Strategic Planning & Investment Committee followed a process wherein they first toured each facility over the next three meetings and learned about various issue and how the use of ESSER funds could be used to prepare for and respond to the issues facing the district related to Covid-19. These facility tours were led by the building administrators and Director of Facilities Henry Bailey.

Once the facility tours were completed, the ESSER Strategic Planning & Investment Committee continued to meet to a) identify capital improvement projects, b) verify allowable use based on state and federal guidance, and c) prioritizing the capital improvement and other projects based on established criteria. The final meeting was held to present their findings and recommendations at a public school board meeting.

June 29, 2021
The public was provided an opportunity to provide input to the board at the board meeting and before the adoption of the findings of the ESSER Strategic Planning & Investment Committee. At the April 26, 2021 board meeting, a team from the ESSER Strategic Planning & Investment Committee presented their recommendations publicly to the board and patrons. The board allowed for input from patrons at this time regarding the recommendations. The board then approved the recommendations and prioritizations of the projects intended to be completed to prepare for and respond to the Covid19 pandemic.

In the fall of 2021, a new ‘Covid Committee’ was formed to develop and review the ‘Safe Return to In-Person Instruction Plan and Continuity of Services. This plan consists of numerous parents, teachers, district staff, and patrons. The Covid Committee was formed and met via zoom in August 2021. The draft plan was presented in a public webinar. The draft plan was available for review for over one month on the district website and allowed for written feedback from patrons. Written feedback on the Safe Return to In-Person Instruction was reviewed weekly. Also, direct feedback was provided to the Superintendent at the public webinar. The written feedback was presented to the School Board in September of 2021 in preparation of plan adoption. The Covid Committee will continue to meet to review protocols in place at Kamiah School District and will make recommendations for the Kamiah School Board Trustees to consider.

Ongoing consultation with stakeholders continues into the fall of 2021 as separate surveys were conducted of parents and staff to provide input on the prioritized recommendations made in the spring by the Strategic Planning and Investment Committee. Parents were asked to prioritize the 6 main areas as well as provide other areas that may not have been considered. Parents and staff were also asked to provide meaningful input on the most appropriate use of 20% of the funds reserved to address the academic impact of lost instructional time.

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) guidelines\(^1\) for reopening and operating schools for in-person learning.

Based on the recommendations of the ESSER Strategic Plan and Investment Committee and public input, Kamiah School District No. 304 is beginning an aggressive capital improvement campaign to address areas that have been deferred over time which will have a significant impact in the overall health and environmental safety for students and staff. During the 2020-2021 school year, Kamiah School District employed multiple full-time health and safety employees who cleaned, disinfected, and sanitized all high touch areas to prevent and mitigate the spread of Covid19.

In addition, the district, following the recommendations of the ESSER Strategic Planning & Investment Committee, are planning to complete numerous projects including the installation of no-touch toilets, urinals, sinks, towel dispensers, and water fountains to mitigate the spread of Covid19 amongst our students and staff.

The district is currently seeking bids for the installation of updated Heating and Cooling systems

---

\(^1\) The most recent guidelines can be found here: [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html)

June 29, 2021
in every classroom and numerous large spaces in the district which include enhanced filters to prevent and mitigate the spread of airborne Covid19 particles. The district is also currently engaging in the removal of old flooring products that are difficult to clean to reduce the spread of Covid19.

In addition, the district made an early investment to purchase a 1:1 learning device for each student to prepare for the possible shift to hybrid or fully online learning. This plan was intended to provide equity as well as flexibility if health conditions changed resulting in a shift in learning modality.

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.**

Kamiah School District No. 304 board of trustees and administration has been actively engaged with school staff in determining its greatest needs to address the academic impact of lost instructional time. The Kamiah School District trustees approved the development of a comprehensive summer school program for students who missed instruction during the 2019-2020 school year, as well as students who did not consistently participate in remote instruction when offered. The K-3 intensive summer running start program was staffed with a certificated teacher as well as an aide in each classroom to support the instruction that was occurring. Funds from the ESSER III 20% academic learning loss were used to support this program.

Kamiah School District No. 304 board of trustees recognizes that our district has a disproportionately high number of students being serviced through special programs. As a result, the Kamiah School Board authorized the hiring of an additional special education teacher and instructional aide to support students who are at-risk in the K-8 program and also students who are members of subgroups disproportionately impacted by Covid-19. This investment will allow our special education teachers to have lower caseloads and address the needs for our students with disabilities.

Kamiah School District No. 304 board of trustees are focused on addressing the academic, physical health, and emotional needs of students in the district. In the spring of 2021, the Kamiah School board authorized the hiring of a second social-emotional counselor to serve in the K-8 buildings to address the needs of students in that program. This in turn allowed our single counselor the opportunity to focus on meeting with those secondary students who are
most at-risk of dropping out of school. The investment in social-emotional counseling at the elementary level will have a significant impact on our students in grades k-12.

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 Kamiah School District will continue to spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act following the prioritized plan recommended by the ESSER Strategic Planning and Investment Committee and adopted by the Kamiah Joint School District Board of Trustees. The primary focus is the use of additional staff personal in the special education and social-emotional health departments to respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the pandemic including our students in special needs, low-income families, students of color, children with disabilities, and homeless students.

By focusing on providing a greater degree of equity through the adoption of 1:1 technology devices for all students, increased social-emotional health providers, and special education teachers, our district will continue to apply resources to inclusively support student success.

The district will continue to engage stakeholders and plans to hold open houses if health and safety conditions permit to elicit feedback and input through frequent surveys.

In addition, the district will begin to address the capital improvement projects that have a direct impact on student and staff health and safety including HVAC improvements, sanitation, flooring, and transportation.

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.

Kamiah School District No. 304 will ensure that the interventions implemented will address the academic, social, emotional, and mental health needs of all students by assessing effectiveness with state and local student engagement and well-being surveys. Also, the inclusion of the school counselors on the district operation team will allow for a bi-monthly assessment of the programs needs and intervention effectiveness. The board will also review key student academic, social-emotional, behavioral data on a monthly basis as part of the newly developed data dashboard at each monthly board meeting. The data will demonstrate if the schools are making progress with the academic loss, social-emotional needs of students in each building.
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.

Kamiah Elementary, Middle, and High School will all create and hold bi-monthly Student Service Team Meetings to consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being. The Student Service Teams will consist of building administration, teachers, counselors, special service staff to review a variety of quantitative and qualitative data including but not limited to at-risk status (students with 1+ failing grade), student attendance, student discipline issues, participation in special programs, and other qualitative measurements including teacher reports on engagement, attitude, well-being. These SST teams will provide recommendations which will be reported to the school board when issues arise as well as identifying necessary resources.

Section 2: Assurances

<table>
<thead>
<tr>
<th>Assurance</th>
<th>LEA Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The LEA assures that, to the best of the LEA’s knowledge and belief, all information in this plan is true and correct.</td>
<td>Yes</td>
</tr>
<tr>
<td>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.</td>
<td>Yes</td>
</tr>
<tr>
<td>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.</td>
<td>Yes</td>
</tr>
<tr>
<td>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.</td>
<td>Yes</td>
</tr>
<tr>
<td>5. The plan is publicly available on the LEA website.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Signatures

Superintendent/Charter Administrator Printed Name: Dr. Benjamin Merrill

Superintendent/Charter Administrator Signature: [Signature]

Date: 9-20-2021

June 29, 2021
Email this completed and signed plan to Lisa English at lenglish@sde.idaho.gov no later than October 1, 2021.