


**2022-2023 Louisiana Comeback 2.0 Directions:** School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). **LEAs must submit their plans in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Ouachita Parish Schools	LEA Code 037	Enter Grade levels served PK - 12th grade
Planning Contact (name) Clint Miller		
Planning Contact (title) Director of Information Technology		
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Fiscal Contact (phone) 318-432-5234		
School System Leader Name Dr. Don Coker		
School System Leader Signature 	Date 9/28/2022	

**Directions: For plan approval, the following must be completed:**

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4<sup>th</sup> – 8<sup>th</sup> data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

**NEEDS ASSESSMENTS** ✓ ✓ ✓

**How will the LEA identify the disproportionate impact of COVID-19 on student group, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- ☒ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessment scores
- ☐ State administrative data, such as unemployment claims
- ☐ Health data, such as local COVID-19 infection rates or hospitalizations due to COVID-19
- ☐ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student chronic absenteeism data
- ☒ Student instructional mode (virtual, hybrid, in-person)
- ☒ Student course enrollment data
- ☐ Other:
- ☐ Other:

**LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:**

- ☒ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
- ☒ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
- ☒ Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
- ☒ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
- ☒ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
- ☒ Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

**Commitment: ATTENDANCE & WELL-BEING** ✓✓

2022-2023 Key Investment: **Attendance**

ESSER II

\$37,665

ESSER III

\$0

**Identification of students who were chronically absent and truant in SY 2021-2022**

The OPSB LEA collects Student Attendance data in WebPams. This data captures students by demographic (race), socio-economic status, and diverse learner status. OPSB disaggregated this data by student groups, by school, and by grade-level to identify the individual students who need to be re-engaged. Key findings are below.

According to 2021-2022 attendance data, students who need to be re-engaged based on groups having the greatest number of absences by subgroup are White (54.87%), African American/Black (40.56%), and Hispanic (3.61%). The other subgroups that were addressed due to excessive student absences of 15+days/year were: Homeless (72 students), Educationally Disadvantaged (4,366 students), Special Education (930 students), and Limited English Proficient (86 students).

The OPSB LEA has considered the 2021-2022 students who were chronically absent 15 days or more as needing to be re-engaged during the 2022-2023 school year. In 2021-2022, we had 5,418 students (5,095 in person; 323 virtual) who were considered chronically absent. This is a slight decrease from 5,445 chronically absent students in 2020-2021. We will continue to prioritize our virtual students from 2020-2021 and 2021-2022 as well as brick and mortar students that were chronically absent.

According to 2021-2022 truancy data, there were 4,691 students that were late to school 10 or more days. We work together with OPSB truancy officers, DCFS, and FINS to ensure our students are present and on time every day.

In 2021-2022, 49% of our students identified as **homeless** were chronically absent, which is an increase from the 2020-2021 data (29.1%).

**Enrollment Data**

The OPSB total enrollment for 2021-2022 was 18,142. In 2022-2023, the enrollment has increased by 197 students to 18,339 students. In 2021-2022, OPSB had 614 virtual students by the end of the year. This year that number has decreased to 122 virtual students at this time. Our virtual enrollment has continued to decrease. Ouachita Parish School System encourages parents to send their students to school for in-person instruction, but we continue to offer virtual to those parents that choose online instruction for various reasons.

In 2021-2022, 147 students were identified as homeless. To date in 2022-2023, 44 students have been identified but numbers are expected to increase based on trend data.

**Description of Evidence-based attendance supports that will continue in SY 2022-2023**

Our **focus** this year with ESSER funding is to continue to support our Homeless population due to a continual increase in enrollment and chronic absenteeism. Each school will identify homeless students through the Louisiana Residency Questionnaire. Schools also contact our Title 1 Supervisor in charge of homeless/foster care to confirm the status of homelessness for the students. However, we feel this initiative is still imperative and two liaisons were not adequate in covering the needs of our Homeless attendance. This year we have already hired 3 liaisons to reach out to families and

improve attendance and truancy in our Homeless Subgroup. In 2021-2022, the two Homeless Liaisons checked attendance records of the students identified every 9 weeks and attempted to communicate with each family. In 2022-2023, an additional liaison has been hired to assist with identifying and locating families before the absences become chronic and pull attendance records every 3 weeks to be more proactive in supporting attendance.

Three Homeless/Foster Care liaisons will be utilized this year to increase school/community relations, outreach, identification, and services to address learning loss among students experiencing homelessness/foster care to track attendance, grades, discipline, truancy, and improving student/parent engagement. The liaisons will work 34 weeks for 15 hours per week. These individuals will serve as liaisons between the school and community to ensure all students are accounted for and being served regardless of their home situation. The Liaisons will continue to work closely with each schools' designated liaison and the District Title 1 Supervisor over Homeless and Foster Care students to ensure proper identification, prompt enrollment, and re-engagement of these students. The liaisons will make phone calls based on the consistency of absences (4 to 5 days). The absences will be tracked by visits, phone calls to school liaisons, nine weeks report cards and attendance reports every 3 weeks.

#### **Anticipated outcomes described for students who will receive attendance supports in SY 2022-2023**

Our goal is to decrease the number of chronically absent homeless students from 49% to 25% in the 2022-2023 school year. Monthly activity logs will be turned in by the liaisons to the District Title 1 Supervisor to track communication between the school and homeless families. Every 3 weeks, the IT Department will run attendance reports to show attendance data. Liaisons will use this data to work with schools and families to increase consistency of attendance.

2022-2023 Key Investment: <b>Well-Being</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$792,844</b>
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#### **Identification of students needing well-being supports in SY 2022-2023**

In SY 2022-2023 students will be seen by the Mental Health Professionals based on referrals from teachers, counselors, and administrators; Threat Assessments; Behavioral Health Hospitalizations (when known); Discipline Referrals; Parent Request; and self-referral.

#### **Outcomes described for students who received well-being supports in SY 2021-2022**

During SY 2020-2021, 138 students were identified as needing services provided by the Mental Health Professionals. We saw an increase in SY 2021-2022 to 186 students identified as needing services provided by the Mental Health Professionals.

#### **Anticipated outcomes described for students who will receive well-being supports in SY 2022-2023**

We hope to decrease our number of referrals by 5% concerning Threat Assessments/Risk and Office Discipline Referrals because of the intentional work the Mental Health Professionals are doing in our schools. Each student will be monitored, and documentation (discipline referrals, conduct grades, teacher feedback) will show the evidence of success for each.

#### **Description of evidence-based well-being supports that will continue in SY 2022-2023**

We will continue using our Mental Health Professionals to support our well-being initiatives for the 2022-2023 school year. In the 2021-2022 school year, we had 12 mental health professionals to offer support and services to our students and staff. In 2022-2023, we were able to hire 3 more mental health professionals for a total of 15. These Mental Health Professionals include: Licensed/Provisional Professional Counselors, Licensed/Provisional Marriage and Family Therapists,

Licensed Clinical Social Workers, and Licensed Master Social Worker. These professionals work up to 25 hours per week to provide support and counseling for student well-being for all school sites in OPSS. Services will be provided through professional development, counseling, mentoring, and therapeutic services. Services will be provided from August through May during school hours. Vendor(s) will be individual contract workers.

The **Attendance and Well-Being Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from both **key investments in the narrative response**.

**See individual commitment responses above.**

**ATTENDANCE & WELL-BEING    2022-2023 Total Funding Commitment**

**\$830,509**

**Commitment: RECOVERY AND ACCELERATION** ✓✓✓

*LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.*

**How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?**

*All areas outlined in [Act 294](#) should be addressed.*

2022-2023 Key Investment: <b>Targeted Learning Support</b>	ESSER II	\$111,234	ESSER III	\$0
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**Identification of students needing targeted learning supports (tutoring) in SY 2022-2023**

Students are identified initially as English Language Learners through the Home-Language Survey sent home during registration. The English Language Proficiency Test is given to all students identified as English Language Learners until they score proficient and are exited from the program. On the 2022 ELPT test, 92% of our ELL students scored non-proficient and showed a significant need for targeted learning support.

**Outcomes described for students who received targeted learning supports (tutoring) in SY 2021-2022**

In 2021-2022, our total EL population grew from 244 to 312 (22%). In 2020-2021, English Language Proficiency Test showed that 93% of our ELL students were non-proficient. We showed a decrease of 1% in 2021-2022 with 92% of our ELL students scoring non-proficient. Even though this was a small improvement, we believe our continued in-school tutoring by bilingual tutors was effective.

**Anticipated outcomes described for students who will receive targeted learning supports (tutoring) in SY 2022-2023**

On the 2023 English Language Proficiency Test our goal is to improve the percentage of non-proficient students by 5%.

**Description of targeted learning supports (tutoring) that will continue in SY 2022-2023**

In-School tutoring will be provided by Bilingual tutors for schools that have a large population of non-English students. Tutors will provide services by pushing into classrooms and working with students to improve understanding of the content and curriculum being addressed. A total of 4 tutors will spend 100% of their time supporting bilingual students during school. This will help support our non-English students who have unfinished learning. With this subgroup in mind, bilingual tutors will be encouraged to participate in afterschool tutoring for our ELL students. To date, three bilingual tutors have been hired for 2022-2023. One additional bilingual tutor will be hired in the near future. The three tutors were placed at West Monroe High School, Riser Middle, Riser Elementary and Lenwil Elementary because these schools have the highest ELL student populations. We hope to place an additional tutor, when hired, at West Monroe High School because of the large numbers of newcomers. We will prioritize our 4th-8th graders in accordance with ACT 294. With so many students missing a significant amount of in-person instruction, we are seeing the effects through test scores.

Another way we are targeting our EL students is through the purchase of a web-based translation system. The Bilingual tutors will utilize this system for instructional purposes and communication with families. This software will allow schools and the district to translate and store documents in the same format for our EL students. This program will help make OPSS compliant with ESSA. This will help support our teachers of non-English students who have been affected by COVID causing unfinished learning.

2022-2023 Key Investment: <b>Before and After School Programs</b>	ESSER II	\$2,635,017	ESSER III	\$600,000
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### **Identification of students needing before and after school supports in SY 2022-2023**

All schools with Kindergarten - 8th grade students enrolled will offer after school tutoring to those students not scoring proficient on LEAP 2025, LEAP 2025 High School Test, and universal screeners.

- Students in grades 4-8 will be prioritized, due to ACT 294. Approximately 1,604 fourth and fifth graders and 2,944 sixth - eighth graders did not score mastery on LEAP 2025 and qualify after school tutoring.
- Benchmark testing in ELA and Math will be utilized to identify 3rd grade students in greatest need of after school tutoring. We are still in the process of Benchmark and DIBELS testing at this time. Therefore, we do not have current data for this year.
- For current K-2 students, we will use DIBELS scores to establish a basis for students who qualify for after school tutoring in ELA. DIBELS testing is taking place now, so we do not have current data as of yet.
- For current K-2 students, we will use READY Math Diagnostic as well as IREADY and ZEARN diagnostic scores to establish a basis for students who qualify for after school tutoring in Math. iREADY and ZEARN testing is taking place now, so we do not have current data as of yet.
- Student recommendations for in-school and/or after-school tutoring for grades 9-12 will be based on the LEAP 2025 High School Test. In 2022, 24% of students in Algebra I scored mastery or above; 43% of students in English I scored mastery or above; 49% of students in English II scored mastery or above; 31% of students in Geometry scored mastery or above; 24% of students in US History scored mastery or above; 27% of students in Biology scored mastery or above. Any student that hasn't reached Mastery in a core subject on the LEAP 2025 will qualify for after-school or in-school tutoring.

### **Outcomes described for students who received before and after school supports in SY 2021-2022**

- 38.6% of our remediation students showed improvement on LEAP in Math. (This does not include 3rd grade since they did not have a LEAP score from a previous year.)
- 36.2% of remediation students showed improvement on LEAP in ELA. (This does not include 3rd grade since they did not have a LEAP score from a previous year.)

### **Anticipated outcomes described for students who will receive before and after school supports in SY 2022-2023**

#### **Goals for 2022-2023 students participating in afterschool programs:**

- Kindergarten - 2nd grade will increase the number of students at or above benchmark (Core) by the EOY by 5%
- Grades 3-8 will increase students scoring Mastery in ELA and Math by 5%
- High School Students - increase students scoring mastery and above in all tested areas by 5%.

### **Description of before and after school supports that will continue in SY 2022-2023**

- An after-school Acceleration Program is being offered to Kindergarten through 3rd grade students who are recommended by their teacher based on the results of the fall benchmark testing in Math and Reading. The goal of this Acceleration Program is to provide extended time for direct, small group instruction. Sessions will be held from 3:00-4:30 2 days a week. Transportation will be provided if needed.

- An after school Acceleration Program is being offered to 4th-5th grade students who scored below the Mastery level on the LEAP 2022 Spring Assessment in Math and/or ELA. The goal of this Acceleration Program is to provide extended time for direct, small group instruction. Sessions will be held from 3:00-4:30 2 days a week. Fall session will begin in October, 2022 and Spring TBA begins January.
- An Acceleration Program will be offered to 6th, 7th, and 8th grade students scoring below Mastery on the LEAP 2022 spring test in math and/or ELA. The program will be offered from 3:00 – 4:30 twice a week for each grade level or during school with a tutor. There will be a fall and spring window. Students may participate in both, but must re-register for the spring session. Transportation and snacks will be provided. Fall Session in October, 2022 and Spring TBA beginning January.
- High School In-school/after school tutoring will be offered to target areas of high need in students prior to failure. Two in-school tutors per school will be hired at the 5 high schools for 2022-2023 school year. Due to difficulty finding in-school tutors, schools may opt to hire after-school tutors (8 tutors per high school if after-school) or do a combination of both.

2022-2023 Key Investment: **Summer Learning Programs**

**ESSER II**

**\$0**

**ESSER III**

**\$1,858,253**

#### **Test Data for 4th-8th grade (Priority Grades as per Act 294)**

In reviewing our SY 2021-2022, LEAP 2025 assessment data, 5.4 % of our 4th-8th grade students improved their percent proficient in ELA and 7.5% of our 4th-8th graders improved their percent proficient in Math.

#### **Test Data for 3rd-5th Grades**

In SY 2021-2022, approximately 47% of our 3rd-5th graders scored proficient in ELA and 36% of our 3rd-5th graders scored proficient in Math.

#### **Test Data for Middle Schools**

In our middle schools, approximately 46% of our 6th and 8th graders scored proficient in ELA. (7th graders took the Innovative Assessments). Approximately 25% of our 6th-8th graders scored proficient in Math on the 2022 LEAP 2025 Assessment.

#### **Description of Summer Learning Programs that will continue in 2022-2023 SY**

Because of the number of students that have not achieved proficiency in ELA and Math, we will continue to provide targeted instruction during the summer months to decrease the student achievement gap and prevent summer learning loss.

All students in grades 1-8, were offered summer learning in the summer of 2022 and will continue to be offered summer learning for acceleration, maintenance, or extension of academic skills, opportunity to explore activities and interests to develop the whole child, provide a safe, positive learning environment, decrease likelihood of repeating grades, and build student-teacher relationships. All students will continue to be taught using an evidence-based Tier 1 curriculum for ELA and Math, high quality materials, and the implementation of NIET best practices. In addition, teachers will continue to be

provided with training and support to provide the quality education prior to and embedded in the summer learning program.

#### **Goals for 2022-2023 SY**

In the summer of 2023, our goal is to increase the number of students scoring mastery by 5%. We will continue to provide the summer learning program and advertise the unique opportunities offered such as: educational field trips, TOTS basketball program, creative writing, art, and music. A survey will be conducted to get student input on the enrichment activities that will be offered this year as well as other ways to increase attendance in the summer program. We will continue to provide transportation, breakfast, snacks and lunch for our students.

#### **Test Data for High School**

In reviewing our SY 2021-2022, Percent Proficient Data for High School, we see an increase of percent proficient on the following EOY course assessments: English I - 2%, English II - 4%, Algebra I - 6%, and Biology by 3%. 2021-2022 Data showed a decrease in US History by 1% and Geometry showed no change.

#### **Description of Summer Learning Programs for High Schools that will continue in 2022-2023 SY**

In 2022-2023, we plan to provide High School Credit Recovery, ACT tutoring, and Summer Remediation to any high school student that needs to complete classes for credit to graduate on time. Tier 1 Curriculum will be utilized. Transportation will be offered for students to maintain equity and give all students the opportunity to access the supports being offered to them.

#### **Goals for 2022-2023 SY for High School**

Our goal is to increase the percentage of students scoring proficient on the 2023 LEAP 2025 High School Assessments by 5% or more.

2022-2023 Key Investment: <b>Extended Instructional Time</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$0</b>
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N/A

2022-2023 Key Investment: <b>Individual Student Plans for Success</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$273,564</b>
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#### **Description of Individual Student Plans for 2022-2023 SY**

The 5 high schools in OPSB will hire 2 Graduation coaches per high school for assistance with IGP and diploma endorsement monitoring, FAFSA completion, scholarship applications, career/college fair organizations, grade follow-ups, and consent forms. To date, only 5 have been hired for the 2022-2023 school year. Each school is actively searching for coaches to assist with these important tasks. These coaches will provide support to keep students on track for graduation and decrease drop-out rates. Each coach is assigned a group of students. All Seniors have the opportunity to receive assistance from Graduation Coaches throughout the year as needed.

#### **Description of Plan for Rising Seniors who have not passed LEAP 2025 Assessments**

Graduation coaches will prioritize their time by working with high school students that have not yet passed LEAP 2025 Assessments required to graduate.

**Outcomes for 2021-2022**

In 2020-2021 overall graduation rate was 89%. In 2021-2022 the district hired 10 graduation coaches between the 5 high schools. We increased the graduation rate by 8% in 2021-2022 to 97%.

**Goals for SY 2022-2023**

By hiring graduation coaches again this year, we hope to increase by 1% for a graduation rate of 98%.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**.

**See individual commitment responses above.**

**RECOVERY AND ACCELERATION    2022-2023 Total Funding Commitment**

**\$5,478,068**

**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	ESSER II	\$37,995	ESSER III	\$0
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**PLCs - See below in The Professional Learning and Development Commitment section.**

2022-2023 Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$0	ESSER III	\$0
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**Science of Reading and CKLA training - See below in The Professional Learning and Development Commitment section.**

The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments.

**School Best Practices PLCs**

In 2022-2023 SY we plan to utilize our Teacher Leaders/Content Leaders to lead PLCs after school. These Teacher Leaders/Content Leaders will be paid stipends/benefits for their preparation and presentation time to deliver high quality curriculum strategies to other teachers. We will pay stipends to teachers for their after school PLC time. This initiative will help support professional development and focus on the implementation of Tier 1 curriculum. Grades 4-8 teachers will be strategic in their PLC time to plan for targeted students who did not score Mastery or above on LEAP 2025. (53.8% of students in grades 4-8 in ELA scored below Mastery and 70% scored below in Math on LEAP 2025 assessments) Teachers of students in grades 4-8 will spend some of this time collaborating with tutors working with these targeted subgroups.

**PLC Data**

Even though all schools were afforded the same opportunity, only 3 of our 36 schools participated in the after school PLC initiative in the 2021-2022 school year. Kiroli - 31 participants; Boley - 26 participants; West Ridge - 10 participants. Impact forms from participants of PLCs were reviewed, and 90% of participants said the PLC initiative was a very positive and helpful opportunity. After reviewing LEAP 2025 data from Spring 2022 for the 3 schools who participated in the after school PLCs, we found Boley Elementary increased 25% in ELA and 28% in Math; Kiroli Elementary increased in Math by 12%. West Ridge Middle School increased Math by 8% and ELA by 3%. After analyzing LEAP 2025 data from the 3 schools participating in PLCs after school, our district will continue to encourage and promote the same opportunity for all schools in the 2022-2023 school year giving each school an allotted amount of ESSER funding to pay stipends for PLC meetings after school. We will prioritize 3rd grade ELA due to a decrease in scores.

**Literacy Professional Development - Science of Reading**

In 2021-2022 Ouachita Parish had 102 kindergarten, first and second grade teachers that participated in the Science of Reading training through APEL. We expect 400 total to be trained in 2022-2023. Our goal for training in the Science of Reading is to have all of our Kindergarten through Second Grade teachers trained by the end of this school year.

**CKLA Curriculum Implementation Training**

Ouachita Parish Schools has adopted CKLA Reading Curriculum as the new Tier 1 curriculum for our kindergarten, first and second grade classes. An initial training was provided beginning in Spring of 2022 to prepare teachers for the new implementation. Training continued throughout the summer and the beginning of August. (300 participants)

Because our first cohort for Literacy Professional Development began their training in the Spring of 2022, we will analyze ELA LEAP results of Spring 2023 testing to determine effectiveness in grade 3. Our goal for grades K-2 is to show an increase in the number of students scoring at or above grade level on the DIBELS composite score.

**PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment**

**\$550,895**

## SCHOOL SAFETY & OPERATIONS ✓

### 2022-2023 Safe School Reopening

ESSER II

\$0

ESSER III

\$0

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning [https://s3.amazonaws.com/scschoolfles/1815/2022-23\\_opsb\\_rta\\_school\\_operational\\_guidelines.pdf](https://s3.amazonaws.com/scschoolfles/1815/2022-23_opsb_rta_school_operational_guidelines.pdf)

COVID-19 Vaccination policies for staff and students [https://s3.amazonaws.com/scschoolfles/1815/2022-23\\_opsb\\_rta\\_school\\_operational\\_guidelines.pdf](https://s3.amazonaws.com/scschoolfles/1815/2022-23_opsb_rta_school_operational_guidelines.pdf)

Masking policies for staff and students [https://s3.amazonaws.com/scschoolfles/1815/2022-23\\_opsb\\_rta\\_school\\_operational\\_guidelines.pdf](https://s3.amazonaws.com/scschoolfles/1815/2022-23_opsb_rta_school_operational_guidelines.pdf)

Physical distancing, cohorts, or learning pods [https://s3.amazonaws.com/scschoolfles/1815/2022-23\\_opsb\\_rta\\_school\\_operational\\_guidelines.pdf](https://s3.amazonaws.com/scschoolfles/1815/2022-23_opsb_rta_school_operational_guidelines.pdf)

*If all information is in the main School Reopening Plan, please enter the same URL for each.*

### 2022-2023 School Safety Operations

*ESSER II or III budgeting for this section is not required as a part of this plan.*

School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by **assessing each school's safety posture** to create actionable next steps to consider.

N/A

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$0

**Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.**

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$ 830,509.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 5,478,068.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 550,895.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ -
<b>2022- 2023 Total Funding Commitment</b>	<b>\$ 6,859,472.00</b>

Please recheck your plan to ensure you followed the below directions.

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- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
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- If other is selected as an option, please add content to represent “other”.

LEA 2022 - 2023 ARAP Status

- ☐ ARAP Approved
- ☐ ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
- ☐ ARAP **not approved**: LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments

Reviewer **Click or tap here to enter text.**  
Initials

Date Click or tap to enter a date.