2022-2023 Academic Recovery and Acceleration Plan

✔ LA Comeback ✔ Federal Reporting ✔ Act 294 Investing ESSER Funds

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 Iberia Parish	**LEA Code 023**	**Enter Grade levels served** **PreK-12**
Planning Contact (name) Brett Ferguson		
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Fiscal Contact (phone) 337-365-2341		
School System Leader Name Heath Hulin		
School System Leader Signature	Heath M. Hulin	**Date 9/27/2022**

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 4th – 8th 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: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

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**	**$1,364,650**	**ESSER III**	**$6,963,498**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. **Click or tap here to enter text.**				
2022-2023 Key Investment: **Well-Being**	**ESSER II**	**$0**	**ESSER III**	**$1,654,744**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. **Click or tap here to enter text.**				

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**.

During the 20-21 school year, the district experienced a dramatic increase in students being labeled as chronically absent and/or truant. During the 19-20 school year, only 11% of students were identified as chronically absent, being defined as 10 or more absences during an academic year, and 12% of students being labeled as truant. During the 20-21 school year, the district experienced an increase to 35% of students being labeled as chronically absent, as well as 43% of students being truant. As a result, the district experienced a sharp decline in academic achievement with negative 16.1 growth in the overall index.

While the district made re-engagement efforts during the 20-21 school year, the vast majority of students returned to face to face instruction by the start of the 21-22 school year with 85 students remaining enrolled virtually. To provide more specialized support, a staff member designated for students with disabilities remained in place, as well as a second coordinator specialized in the curriculum and assessments for grades 3-8.

Despite interruptions in learning, the system showed signs of improvement as it experienced a decline in the percent of students being labeled as truant and chronically absent for the 21-22 school year. District-wide truancy rates declined to 32% with 29% of students being labeled as chronically absent.

In order to facilitate and support the learning of quarantined students, teachers were provided resources such as ScreenCast-o-Matic, EdPuzzle, Legends of Learning, Moby Max as well as professional development surrounding the Google Classroom for teachers grades 3-12. These two resources allowed for teachers to record and digitalize their lessons. For students in quarantine due to contact, they were able to continue their work from home. With the removal of contact tracing, a sharp decline in usage of the recording software occurred with over 304 daily uses in August 2020 decreasing to less than 25 daily users in Spring 2021.

Schools were also provided with individual coaching and professional development in intentionally scheduling students, especially those disproportionally impacted by the pandemic, into Accelerate courses, as well as intervention times known as RISE. Schools used students attendance and performance data from 2019-2020, 2020-2021, and 2021-2022 to make decisions for placement in these sections. As a result, the district not only saw a decline in chronic attendance and truancy

but an increase in school performance. In an effort to support returning students maintaining their access to high-quality, Tier I curriculum, each school were provided funding for a Master/Lead Teachers. Schools were provided coaching and professional development through NIET in leveraging students work to make intentional instructional decisions. During the school year, the district partnered with NIET to provide nearly 45 days of district and school-wide support days.

While many of the strategies used during the 21-22 school year were focused on transitioning students back to in-person learning and providing continued learning support for gaps, ESSER funds were dedicated during the 22-23 school year for the addition of an attendance clerk to work in conjunction with our Child Welfare and Attendance Supervisors in identifying and communicating with families to assist in the re-engagement process. This position provides the district the ability to have a singular point of contact for families, as well as schools, in monitoring and acting on attendance issues. Additionally, while at no cost to ESSER funds, the district has launched the "Attendance Matters" initiative to assist schools in prioritizing attendance with recognition strategies for schools with 95% or better attendance. Likewise, the district sponsored an enrollment day for families to visit a central location to have all of their enrollment questions answered by district-level staff. These programs were implemented to supplement the existing partnership with the District Attorney's Office and juvenile judges.

For many students, the pandemic amplified already existing barriers to learning such as mental health. These issues contributed to the increase in not only truancy and attendance issues but also enrollment in our Iberia Virtual Program. While initiatives such as Accelerate, RISE, and the Best Practices are key to providing academic support to students, the system has made an equally critical investment in the mental health of students. The system expanded their existing partnership with Community in Schools. Prior to the pandemic, Community in Schools provided a site coordinator at five of the district's highest poverty schools. Using ESSER funds, this partnership expanded to all 23 school sites, including our Alternative Center for Education.

During the 21-22 school year, CIS provided evidence-based Tier I well-being supports to a total of 5,551 students, of which 718 students received individual or small group supports. During the 22-23 school year, CIS will be able to provide evidence-based support for up to 8,000 students. Approximately, 1300 students will receive evidence-based well-ebing case management. For case managed student, an individual student goal is created in conjunction with their CIS Site Coordinator at the start of services. The goal can be academic, behavioral, attendance, and/or a social-emotional goal. During the school year, CIS tracks student progress towards each goal and at the conclusion of the school year uses student data to determine goal achievement. During the 21-22 school year, 79% of case managed students met or made progress toward their school goal, and 68% met or made progress toward their attendance goal. Additionally, 90% of case-managed students were promoted or graduated during the 21-22 school year.

For sites where a CIS was not immediately available, an option for a part-time mental health professional was made available. In addition to a specifically trained site coordinator being placed at the alternative center during the 22-23 school year, funds were provided to staff to be trained in trauma-based interventions. A train the trainer model was developed for sustainability of these practices. Additionally, district staff are finalizing the vetting process for a new SEL curriculum that will be available to students at all grade levels.

While the system has seen academic and attendance improvements, many subgroups continue to demonstrate lagging success. For example, students with disabilities assessment index continues to demonstrate that those students are experiencing success at only a fraction of their contemporaries with the average ELA overall assessment index being preliminarily at 66.2 for regular education students in grades 3-8 versus 33.25 for students with disabilities and the average Math overall assessment being 57.0 for regular education students versus 26.1 for students with disabilities in those grade levels.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	$9,982,892

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: **Targeted Learning Support**	**ESSER II**	**$0**	**ESSER III**	**$0**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. **Click or tap here to enter text.**				
2022-2023 Key Investment: **Before and After School Programs**	**ESSER II**	**$130,000**	**ESSER III**	**$695,611**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. **Click or tap here to enter text.**				
2022-2023 Key Investment: **Summer Learning Programs**	**ESSER II**	**$0**	**ESSER III**	**$3,489,055**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. **Click or tap here to enter text.**				
2022-2023 Key Investment: **Extended Instructional Time**	**ESSER II**	**$0**	**ESSER III**	**$0**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. **Click or tap here to enter text.**				
2022-2023 Key Investment: **Individual Student Plans for Success**	**ESSER II**	**$0**	**ESSER III**	**$90,908**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. **Click or tap here to enter text.**				

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**.

During the 20-21 school year, the district as a whole saw a decline in academic performance virtually at every grade level, subgroup, and cohort. For example, the percentage of students achieving mastery or above in ELA Grade 3 decreased from 47% to 42% with math experiencing a similar trend of decreasing from 50% in 2019 to 45%. This trend continued in upper grades, such as Grade 8, where math declined from 34% to 24%, yet the percentage of Grade 8 students achieving mastery or above in ELA increased from 43% to 47%. For the system, students have had a history of performing better in ELA than math. This is highlighted in the fact that while performance on the LEAP declined by

nearly double digits in most subjects during Spring 2021, 8th grade ELA's assessment index increased by 1.6 with 4th grade only declining by 1.7. On the other hand, performance in mathematics declined by 11.5 and 10.8 for those two subjects.

In targeting supports for grades 4 and 8, both grades demonstrated growth during the most recent school year. In 2021, 4th grade students had a combined assessment index of 74.8 compared to in 2022 where an index of 79.5 was achieved. In total, 51.9% of 4th grade students achieved mastery or above on the exam in ELA. When comparing the cohort's performance from 2021 to 2022, those students' assessment index increased from 65.4. In math, an increase from 62.4 to 66.9 was experienced with 42.3% of 4th grade students achieving mastery or above. For students in 8th grade, an assessment index of 74.7 was achieved in 2022. This is an increase from 74.4 with 49.2% of students in the grade level scoring at least mastery or above. Likewise, mathematics experienced an increase of 54.7 from 49.1 with 33% of students scoring proficient. The cohort of students experienced an increase in index growing from a 70 to a 74.7 in ELA and 53.6 to 54.7 in mathematics.

As a result of statewide assessments, 48% of students in grades 3-8 achieved proficiency by scoring at least Mastery in ELA while 39% of students were proficient in math. Schools, with district personnel support, implemented numerous interventions to provide intentional support to students. These interventions include before and after-school tutoring, summer programming, and access to minutes embedded into the instructional day for students to access Accelerate materials, as well as intervention periods designed fluidly around student needs.

For tutoring being offered before or after school, 1,440 individual students were identified and attended based on their statewide assessment performance, as well as attendance records, throughout the district. Schools defined student criteria as those who were non-proficient on ELA, math, or both. In order to provide individualized support, schools capped their maximum capacity of groups between 12-15. If a group grew larger than the set maximum, funds were provided to expand a new section. While students had access to programs such as Successmaker or Waterford, teachers focused on providing support in Tier I curricula. In order to do so, teachers accessed the diverse learner resources when planning. From those students identified, 451 (31%) scored at least a mastery on their ELA assessment with 302 (21%) scoring proficient in math. All students were identified as non-proficient in either ELA or math prior to being invited to attend. In order to eliminate all barriers for attendance, funds for transportation were also provided to schools as requested.

Supports were also provided during regular instructional minutes in the form of Accelerate and RISE. During the 21-22 school year, schools with grades 3-6 incorporated a 30 minute small group instruction intervention block to address learning gaps in ELA and Math. Teachers used various forms of data (benchmark results, formative assessments, Great Minds – Equip Diagnostic (Math only), pre-module assessments, summative assessments, etc.) to identify students' weaknesses to address during the small group instruction. In partnership with the district, resources were identified for targeted learning such as the LDOE's Accelerate Resources for Math and ELA and Guidebooks' foundational support. These efforts were supported by each school's instructional leadership teams in conjunction with the district's own numeracy and literacy coaches.

The aforementioned instructional initiatives, especially small groups, will continue in the 2022-23 school year. Also, teachers are encouraged to incorporate science of reading strategies during reading instruction and the Literacy Interventions and Foundations Tools (LIFT) during small group instruction to improve students' foundational reading skills.

For grades 7-HS, supports were embedded into the student's individual schedule. Schools used many of the same sources of data as previously mentioned to make an informed decision for each individual student. For grades 7-8, students are enrolled in a 50 minute daily elective based on their individual need. During this time, students are

provided frontloading for grade level standards. If a student is need of both ELA and math supports, the student is scheduled into a RISE period of 30 minutes for the other subject. District-wide, 168 students were scheduled for math with 197 being selected for ELA.

For high school, students are scheduled in Accelerate as part of their individual schedule. Students are enrolled in Accelerate for both ELA and math. In high school, all students enrolled are non-proficient based on their 8th grade LEAP data with schools identifying 118 students for ELA and 121 in math. Based on 2022 results, 662 students in grades 7-HS were enrolled into a course dedicated to accelerated learning. In these courses, students received access to the LDOE's Accelerate Resources in order to frontload learning.

At the end of each quarter, students are administered a benchmark exam via OnCourse Assessments. The exams follow the scope and sequence and are aligned to the demand of the grade-level standard. Schools have been provided with professional development and follow-up support for utilizing this data to make informed decisions concerning not only school-wide trends but identifying individual need for acceleration. Schools will use evidence-based strategies, developed in conjunction with school administrators, master teachers, and district support staff, to address students' needs as presented by the data.

For students who were not able to master their grade level standards during the regular school year, a summer learning program is also offered. A 6 hour a day program will be offered to students in all grades. For grades K-8, the system offered an open enrollment period for UIR-A schools and provided priority seating. Once the enrollment period was completed for UIR-A schools, all other schools were allowed to invite their non-proficient students. All students who did not score mastery on both ELA and math were invited to attend. Next, if a student needed summer school for promotional purposes, they were allowed to attend with any seats left available being offered to any student in the district. In total, 581 students in grades 3-8 attended the 19 day program across the designated five sites, which were selected based on geographic location. Morning and afternoon transportation was provided to all sites. Based on the post-test exam administered to grades 3-8 during the summer learning program, approximately 50% of students in grades 4-8 scored 75% or greater in ELA and math. While many of the enrolled students entered below grade level, the goal was to build on the growth gained through Accelerate and RISE.

For high school students, credit recovery for most subjects was offered. An emphasis was placed on students entering 9th and 10th grade during the 22-23 school year. For students not earning enough credits to be promoted to the next level, an infrastructure is in place to identify these students to provide small group or individualized support based on their Individual Graduation Plan (IGP). From this support, high school students enroll in a completely digital learning program via Edgenuity. Through their enrollment, students are able to access the Concept Coaching feature whereas students gain access to live tutors through the platform. Additionally, in-person tutoring could be scheduled during normal instructional hours. Tutors were selected based on their expertise with the content matter and being rated as either highly effective or proficient via Compass. Out of the 190 high school students enrolled, over 75% of students received at least one credit from the summer learning program. For students enrolled at the district's one UIR-A high school, transportation was provided to and from the site. In support of already established school counselors, two school- specific graduation interventionists were put in place to support these efforts at the two schools with the lowest graduation rates.

For the 22-23 school year, the system plans to continue to invest in these key commitments as they provide a systematic approach to accelerated learning and growth. Prior to the start of the 22-23 school year, staff worked with schools to strengthen the model for accelerated learning and interventions in order to be intentional in their planning. Due to the additional programs such as tutoring, embedded accelerated learning, and summer programs, the system did experience overall growth in all matrixes. While there are still opportunities for growth in specific grade levels, the system did

improve their overall AI by 3.2 points in ELA and 3.8 points in math based on the LEAP 2025 assessment in grades 3-8, as well as an improvement of 3.7 points in the overall HS assessment index.		
RECOVERY AND ACCELERATION	**2022-2023 Total Funding Commitment**	**$4,405,574**

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓				
2022-2023 Key Investment: **School Improvement Best Practices**	**ESSER II**	**$17,731**	**ESSER III**	**$7,083,408**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. **Click or tap here to enter text.**				
2022-2023 Key Investment: **Literacy Professional Development**	**ESSER II**	**$17,731**	**ESSER III**	**$655,000**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. **Click or tap here to enter text.**				

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.

During the 2021-2022 school year, the district partnered with the National Institute for Excellence in Teaching (NIET) in supporting schools with engaging in high quality professional development rooted in the meaningful analysis of student work as evaluated by the school's instructional leadership team. ILTs met with a district data team to review school-wide assessment data, early literacy DIBELS data, and attendance information in order to identify priority needs across their populations. Each school was provided funds to hire at least one master/lead teacher for their campus. Their role in the school was to provide individualized coaching, curricular support, and lead weekly or bi-weekly clusters. They also held a key leadership role on the school's ILT and were critical in implementing the long-range plan based around those initially identified priorities.

In order to effectively implement and manage the initiatives, NIET was contracted to provide on-site visits at all individual sites, as well as quarterly professional development for all master teachers and school administrators. During the site visit, the NIET Senior Specialist as well as district personnel coached school teams on data analysis, coaching practices, and leading effective professional development. It was a district expectation for all teachers to participate in their designated cluster. Clusters were at least 45 minutes in length. As a result, approximately 900 educators participated in data-driven, student-center job-embedded professional development during the 2021-2022 school year.

During this time, teachers were coached in the implementation of evidence-based strategies. These strategies were selected based on school-wide student needs and field tested by the master teachers. Additionally, differentiated follow-up support was provided by the master teacher(s) with the implementation of the strategy. Support could take the form of planning, co-teaching, whisper coaching, or modeling. In order to facilitate such a high level of teacher support, administrators and master teachers received coaching and feedback from the NIET Senior Specialist as well as district staff. In total, NIET was contracted for 30 days in the Fall of 2021 to provide these supports.

Through the ILT, schools used walkthrough data, benchmark data, trend statewide assessment data, and student work samples to determine the impact of clusters on student learning. Each school determined a cycle goal in which to evaluate the effectiveness of the new learning brought from cluster. As a result of these efforts, student achievement

increased with the district being recognized by the LDOE as one of the top districts in the state for one-year growth in percent of students at mastery. The system improved from 31% of students at mastery or above to 34%, an increase of 3% overall.

Additionally, all teachers of students in grades K-6th and at least one administrator per school are participating in a two-year long professional development series about literacy foundational skills. The series is entitled, "The Reading Teacher's Top Ten Tools". The teachers engage in independent learning via an online platform, and teachers are compensated for after-hours learning with a stipend. Throughout the learning of each tool's module, lead teachers/instructional coaches support the classroom teachers to apply the new learning in classroom instructional practices.

At the end of the module, the lead teacher holds collaboration sessions to emphasize practical classroom implications from each tool. The lead teachers conduct walk-throughs to gauge evidence of implementation. Throughout the process, the lead teachers participate in ongoing coaching and professional development with the vendor to ensure mastery of the topic and enhance redelivery. The completion of lessons is being monitored by lead teachers and district staff with the delivery is being monitored by district staff. Teachers who engaged in the Top Ten Tools: Science of Reading training during the 21-22 school year will complete the remaining five tools this current school year. Upon completion over 220 K-6 ELA teachers and administrators will receive a certification of completion. Beginning with the 22-23 school year, new teachers will complete LETRS training rather than Top Ten Tools.

Additionally, although not funded by ESSERF, a district DIBELS screening team was established to ensure consistent progress monitoring of data. These results are used to inform teacher goals and also to identify additional literacy professional development needs. During the 21-22 school year, 81% of Kindergarten, 45% of first grade, 43% of second, and 42% of third grade students scored below benchmark which indicated students were struggling with foundational skills. At the beginning of the 22-23 school year, the system has experienced an improvement with 38% of 1st, 34% of 2nd, and 34% of 3rd grade students scoring below benchmark. At this time, 168 K-2nd grade teachers were trained using data from Waterford, our Tier 2 reading program. Additional, 163 teachers, master teachers, and interventionists were trained to use 95%, a Tier 3 reading intervention and screener.

For the 22-23 school year, the system intends to not only continue but to expand on the best practices supported by NIET. The number of days designated for support with NIET was increased to sixty with schools receiving a full day of support once a semester as well as days of support designated to build administrator and district capacity. Likewise, the implementation of the science of reading will continue with the first cohort of K-6 teachers completing the training during the current school year.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	**$7,773,870**

SCHOOL SAFETY & OPERATIONS ✔

2022-2023 Safe School Reopening	ESSER II	$536,675	ESSER III	$3,500,000

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning **https://www.iberiaschools.org/349430_2**

COVID-19 Vaccination policies for staff and students **https://www.iberiaschools.org/349430_2**

Masking policies for staff and students **https://www.iberiaschools.org/349430_2**

Physical distancing, cohorts, or learning pods **https://www.iberiaschools.org/349430_2**

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.

Use the guiding questions, examples, and resources **to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.**

In order to maintain the safety of schools, several components are consistently monitored beginning with the creation, review, and implementation of district and school Emergency Management Plans. Administrators are provided professional development by district staff, local law enforcement, as well as specialized vendors on topics such as fire drills, early dismissal procedures, searches, and violent threats to students and staff. Plans are reviewed annually by the district's Emergency Management Team and revised prior to the start of each school year. Administrators are responsible for reviewing plans with staff for planned and unplanned drills to be conducted throughout the school year. During these trainings, staff are reminded of the confidentiality of these plans. Likewise, school-based crisis management teams conduct a reflective exercise after any drills in order to leverage strengths while improving upon opportunities presented.

In an effort to enhance implementation, the district partners with local law enforcement, including the Sheriff, city police, and Marshall's offices, to provide input and feedback. Law enforcement will also participate in their own forms of drills at facilities in order to experience an authentic appreciation in case of an emergency. The superintendent and assistant superintendent of administration meets with city leaders to develop plans of actions for various scenarios. School floor plans are provided to local agencies, as well as a list of school principals and each school's emergency plan.

By using funds outside of ESSER, the system has partnered with Fidelis to provide outside evaluation and assessment of each physical facility, as well as ongoing professional development support for district leadership and school staff. Since

2018, Fidelis has provided situational awareness training to supplement training provided by school system staff. Additionally, the vendor provides assessment and feedback to the district.

Through the training of campus emergency teams, and having routine drills (lockdown, evacuations, fire, tornado, etc.) and searches at all schools on a regular basis, the system ensures that every student and employee are aware of their role in maintaining safety. Additionally, the district contracts with local law enforcement to provide six school resource officers at the highest need sites based on size and frequency of disciplinary issues. These SROs are considered the system's first line of defense from any internal or external threats.

Additionally, through bond measures, the system has achieved single point of entry at all school sites. In order to enter any facility, staff must remotely unlock reinforced security doors. Likewise, camera systems have been installed in order to monitor points of entry throughout the building. With each school plan, a procedure for setting up a command center is outlined.

On the other hand, the district has placed an emphasis on being proactive by supporting the stakeholders, including students, parents, and staff, in providing an outlet for reporting suspicious or worrisome activities. In partnership with the local chapter of Crime Stoppers, students are provided access to the P3 app which allows for anonymous reporting. Signage throughout schools provide students with further information. The district has placed mental health professionals at all schools through either school-based counselor, contracts with local certified mental health counselors, or through the district's partnership with Community in Schools. These individuals are trained in crisis management and response while also providing group and individual sessions for students.

Contained within the district's emergency response plan is the procedure for mobilizing these professionals to sites in case of a traumatizing event. Counselors are trained to assist with coping with grief after the event as well. The district also has a risk assessment team to address social emotional issues of students in hope of early identification and early intervention to reduce potential crisis.

As a result of school closures from the pandemic, the district had to make several enhancements to their approach on communication and cyber-security. Using ESSER funds, students were able to receive devices at a 1:1 ratio, as well as allow for the installation of a back-up system. This allows the system to maintain its electronic system security in case of any future emergencies. Likewise, software was purchased to monitor all devices to protect from any internal or external cyber threats. Camera and communication systems are being modernized in order to more efficiently and effectively communicate with all stakeholders in the event of any crisis, such as an outbreak of COVID at a school site.

The district has implemented a comprehensive approach to school safety which considers the needs of the whole student, including mental health support as well as response to crisis. While many practices put in place do not have any direct costs, such as the development and review of school emergency plans as well as local partnership, the system has braided multiple funding opportunities to provide modern and safe facilities for students and staff where teacher and learning can occur uninterrupted.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	**$4,536,675**

Double Click to enter each Funding Commitment amount

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	$ 9,982,892.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	$ 4,405,574.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	$ 7,773,870.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	$ 4,536,675.00
2022- 2023 Total Funding Commitment	$ 26,699,011.00

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

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

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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 Initials	**Click or tap here to enter text.**
Date	Click or tap to enter a date.