# American Rescue Plan (ARP) Act ESSER III-LEA Application

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| **Name of LEA** | Jackson County School District |
| **Date of Submission** | **August 29, 2022** **Original Budget** ☒ **Amendment #** |

## APPLICATION CONTENTS

- Assurances
- LEA Overall Priorities
- Learning Opportunity Loss Plan
- Use of Funds
- Implementation of Preventive & Mitigation Strategies (Return to In-Person Instruction)
- Learning Opportunity Loss Plan Appendix

## ASSURANCES

Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

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| ☑ | An LEA that receives ARP ESSER funds will develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures.<br><br>The LEA assures that ARP ESSER funds will be used for their intended purposes, including:<br>• whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies,<br>• how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions,<br>• and how the LEA will ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic. |
| ☑ | The LEA assures, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan. |
| ☑ | The LEA assures if they revise their plan, the revised plan will address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, the revised plan will address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations. |
| ☑ | The LEA assures if a plan has been developed prior to the enactment of the ARP Act that meets the requirements under section 2001(i)(1) and (2) of the ARP Act, but does not address each of the required aspects of safety established in the interim final rule requirement, they will (as part of the required periodic review) revise the plan consistent with these requirements no later than six months after its last review. |
| ☑ | The LEA assures the plan will be 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, provided in an alternative format accessible to that parent. |

## LEA LEA OVERALL PRIORITIES

Please provide the top 2-3 priorities the LEA has determined as the most pressing needs for students and schools within the LEA as a result or in response to the COVID-19 pandemic. Please include the data sources that illustrate why these are the most critical and/or most widespread needs experienced by students and schools within the LEA.

| PRIORITIES | DATA SOURCE |
|---|---|
| Learning Loss - Literacy | MAP Data, Fountas & Pinnell Reading Level Data, Acadience Reading Data |
| Learning Loss - Math | MAP Data, Acadience Math Data |
| Social and Emotional Learning | Attendance Data, Social Work & Counselor Referrals, Health & Wellness Survey Data |

## Learning Opportunity Loss Plan Purpose

This template should guide district decision making as they plan evidence-based interventions to support accelerated learning opportunities for students impacted by the COVID-19 pandemic. The template follows Georgia's Systems of Continuous Improvement Cycle, with a focus on the Coherent Instruction System.

"Accelerated learning and strong instruction are interdependent. You cannot accelerate learning with poor instructional practices in place, and you cannot have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning and strong instruction."

Embedded within the document are links to guiding questions and research that can support your decisions for interventions and provide guidance for how to implement the interventions.

## Section Contents


- Identifying Interventions
- Selecting Interventions
- Plan Implementation
- Implement Plan
- Examine Progress


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| **LEA ARP Plan LEA Website Link** | This document will be posted after GaDOE approval. https://www.jacksonschoolsga.org |

*If the contents of this document are explicitly explained and included within a template created by the LEA and posted on the LEA's website, please include the reference to locate the contents of the plan above.*

**Identifying Needs**

Provide data outlining district-wide learning opportunity loss, the current resources to support extended learning opportunities, and additional resources identified through the needs assessment process. Include data identifying learning opportunity loss among students disproportionately affected by the pandemic and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

| Guiding Questions | Responses |
|---|---|
| What data needs to be collected and synthesized to determine student needs caused by learning opportunity loss? | MAP Data, Fountas & Pinnell Reading Level Data, Acadience Reading and Math Data, Attendance Data, Social Work & Counselor Referrals, Health & Wellness Survey Data |
| Analyze data to identify strengths and challenges and determine outcomes. | **Strengths:** One elementary school in Jackson County with highest poverty is showing growth. MAP Growth Data indicates overall growth across grade levels in the area of mathematics, kindergarten students met the projected growth in literacy and mathematics. FY22 data shows an increase in math in elem. and middle schools. Once elementary school holding steady: FY18 - 66.16 - FY22 - 68.02.<br><br>**Weaknesses/Challenges:** District MAP Data shows fairly consistent decrease in performance and growth in literacy across grade levels; District MAP Data shows some schools had high performance but where schools typically have had high growth, schools are currently showing low growth. FY22 data continues to show ELA as a weakness/ challenge across the district: elementary/middle/high.<br><br>**Social and Emotional Learning:** Attendance has substantially decreased during the pandemic for both in-person and distance learning students, resulting in the highest level of absences on record; counselor and social worker referrals have also seen all time highs with depression and anxiety being the most common reported occurrences.<br><br>**Outcomes:**<br>**Literacy** - Jackson County will revise the District Literacy Plan to include: additional Professional Learning; implement Fountas & Pinnell Word Study , revise instructional expectations, increase collaboration and planning time; build capacity in teacher leaders and instructional coaches to expand the impact of the District Literacy Plan; embed Professional Learning (Principals and APIs) to establish a common vision and expectations; implement Understanding by Design frameworks, strategic and consistent MAP Data and Fountas & Pinnell Data analysis at the district and school level.<br><br>**MATH** - utilize Georgia Numeracy Project; continue Professional Learning regarding ~~Georg~~ia Numeracy; utilizing MAP data for goal setting at the student level; high school model classroom and unpacking of new standards to re-establish best practices and expectations; implement Understanding by Design frameworks. Establish secondary support specialist to support instructional cycle - looking at continuous improvement. |

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| | **Social and Emotional Learning:** Continue to implement a district wide Social and Emotional Learning Design team and continue to implement 7 Mindsets as the Social and Emotional Learning curriculum. Jackson County will include 7 Mindsets in New Teacher Orientation, expand district plan to include a common mindset each month, highlight mindset heroes (teachers and students) every month, embed 7 Mindsets into advisement at the high school level and ensure 7 mindset lessons are taking place weekly at the elementary and middle school level; provide focused Professional Learning for all schools and district leaders with an emphasis on Social and Emotional Learning for adults including addressing issues of social justice. Collaboration w/counselors, MTSS, and Social Workers. Informed Expand the Legacy Mentoring partnership to increase the number of mentors working with high at-risk students. |
| What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss? | Jackson County School System is currently using Georgia Numeracy; after school tutoring at each elementary and middle school - focusing on literacy, and at the high schools to address learning loss - content areas. Fountas & Pinnell Leveled Literacy Intervention; summer school at each elementary, middle, and high school to address math and literacy needs; Wilson Fundations; Wilson Reading; Legacy Mentoring materials and activity boxes; Migrant Family Nights focusing on Literacy, Math and Science. |
| What data have you collected to know if current efforts have been successful? | Milestones Data, MAP Data, Acadience Reading and Math Data, Fountas & Pinnell Data, Attendance Data, and Student Behavior Data |
| What data will you collect and analyze to identify ongoing needs? | • Milestones Data - to determine specific Literacy and Math deficits.<br>• MAP Data - to determine specific Literacy and Math deficits. MAP will be administered 3 times a year (fall, winter and spring).<br>• Fountas & Pinnell Reading Level Data - to determine student reading level. Fountas & Pinnell will be administered 3 times a year (fall, winter and spring).<br>• Dibels/Acadience Reading Data - to determine specific skill gaps in grades K-5. Dibels will be administered to grades K-5 three times a year (fall, winter and spring).<br>• Student attendance Data, behavior referrals and referrals to school counselors and/or school social workers - to determine social and emotional learning needs of students. School MTSS teams, counselors and social workers will review monthly Attendance and Behavioral Data to prioritize needs and identify students in need of support.<br>• Anecdotal Data from each school - to determine community specific needs. |

Conducting a Comprehensive Needs Assessment

**Selecting Interventions**

Research many sources to determine the solutions that have evidence of meeting the identified needs. Select the evidence-based interventions that scale up and enhance existing academic programs and initiatives that accelerate academic progress. Interventions should address literacy, numeracy, credit-recovery, and needs for those students at-risk for not graduating.

- Consider all the evidence for needed improvements.
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions.

This section is to inform the selection of intervention(s). No entries are required in this section.

| Intervention Options | Considerations for Selection and Implementation |
|---|---|
| **Class-Size Reduction** | According to the research, things to consider with this intervention:<br>• Most effective in grades K-8<br>• Generally, class sizes of between 15 and 18 are recommended to ensure impact<br>• Teacher quality must be considered<br>• Physical space<br>Link to the research in the appendix |
| **Extended School Day** (before and after school) | According to the research, it is important to consider the impact of the school start and end time within the school context, on the community, on families, on students, as well as financial implications. Things to consider:<br>• Curriculum and alignment to content taught during the regular school day<br>• Transportation<br>• Meals and snacks<br>• Required accommodations for students<br>• Impact on extracurricular activities<br>Link to the research in the appendix |
| **Extended School Year** (adding days to calendar) | Extending the school day or year may bring non-instructional benefits, but little research-based evidence exists to support the possibility that student achievement will increase as well. The research literature indicates that time is a necessary but not sufficient condition for improving achievement. The crucial issue seems to be how the time is used, with quality of instruction being the key. Things to consider:<br>• Contracts of teachers and administrators<br>• Teacher and student burnout<br>• Parent buy-in to ensure engagement<br>• School breaks<br>• Transportation<br>Link to the research in the appendix |

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| **High Frequency Tutoring** | According to the research, the most effective tutoring programs share the following structure:<br>• Three or more sessions per week<br>• 30-60 minutes per session<br>• At least 10 weeks<br>• Three to four students per group, but one-on-one or 1:2 tutoring is most effective, using teachers or paraprofessionals<br>• Pair students with a consistent tutor throughout the program<br>• Offer during the school day or immediately after<br>• Align to grade-level or course standards<br>• Use ongoing formative assessment practices to measure growth and make adjustments in delivery<br>Link to the research in the appendix |
| **Summer Programming** | According to the research, the most effective summer programs share the following structure:<br>• Five to six weeks in duration<br>• Five days of programming per week<br>• 60-90 minutes of math and 90-120 minutes of reading/writing instruction per day and two-three hours for enrichment activities<br>• Small classes of up to 15 students per teacher<br>• Use highly effective teachers<br>• Provide professional learning focused on consistent curriculum and maximizing instructional time<br>Link to the research in the appendix |
| **Virtual Learning** (remediation, tutoring, credit recovery, etc.) | According to research, things to consider:<br>• Instruction combining online and face-to-face elements has a larger advantage<br>• Online instruction should be collaborative or instructor-directed<br>• Provide learners control of their interactions with media and prompt learner reflection<br>• Provide a combination of additional learning time and materials as well as additional opportunities for collaboration<br>• Online learning is much more conducive to the expansion of learning time than is face-to-face instruction<br>• Accessibility – access to technology and connectivity<br>• Meals for students<br>• Teacher training on student engagement strategies<br>• Flexible schedules<br>Link to the research in the appendix |
| **Other** | |
| | Guiding Questions to Consider – Link to questions in appendix |

**Plan for Implementation**

Develop a team and plan to implement the solutions that are most promising and can be implemented with fidelity.

- Develop a team that will deeply understand the interventions and best ways to implement them.
- Identify roles and responsibilities of those implementing the interventions.
- Develop the implementation timeline.
- Identify resources and supports needed for the implementation of the interventions.
- Develop a set of benchmarks to be reviewed to track the progress of implementation.

Answer the questions below for interventions being implemented.

| Questions | Responses | |
|---|---|---|
| What is the selected intervention(s)? | Class-Size Reduction | |
| | Extended School Day (before and after school) | |
| | Extended School Year (adding days to the calendar) | |
| | High Frequency Tutoring | ☑ |
| | Summer Programming | ☑ |
| | Virtual Learning (remediation, tutoring, credit recovery, etc.) | |
| | Other: Small Group Classroom Instruction (focus on ELA) | ☑ |
| | Other: | |
| Which regions/clusters/schools will implement each intervention selected? | **High Frequency Tutoring** - All 10 schools (elementary, middle, high)<br><br>**Summer Programing** - All 10 schools (elementary, middle, high)<br><br>**Small Group Classroom Instruction** - (focus on ELA): All 10 schools (elementary, middle, high) | |
| Which grades or grade bands will participate in each intervention selected? | **High Frequency Tutoring** - All grade bands (elementary, middle, high)<br><br>**Small Group Classroom Instruction** (focus on ELA) - All grade bands (elementary, middle, high)<br><br>**Summer Programming** - All grade bands (elementary, middle, high) | |

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| Which student subgroup(s) will participate in each intervention selected? | **High Frequency Tutoring** - all subgroups<br><br>**Small Group Classroom Instruction** (focus on ELA) - All subgroups<br>Summer Programming: all subgroups |
| What is the target student population(s) for each intervention selected? | **High Frequency Tutoring -** based on highest student need<br><br>**Small Group Classroom Instruction** (focus on ELA) - Literacy needs will be determined based on formative assessments<br><br>**Summer Programming** - based on highest student need |
| What are the proposed number of hours added to the school year? | N/A |
| What training is required for staff, students, and parents for each intervention selected? | **High Frequency Tutoring** - N/A<br><br>**Small Group Classroom Instruction** (focus on ELA - Professional Learning for teachers who are implementing the Fountas & Pinnell Word Study, Wilson Fundations Training, Professional Learning for teachers who are using the Fountas & Pinnell Leveled Literacy Intervention.<br><br>**Summer Programming** - Fountas & Pinnell Leveled Literacy Intervention Professional Learning, Georgia Numeracy Training, Wilson Fundations Training |

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| What resources (interventions, strategies, community partnerships) are required for effective implementation of each intervention selected? | **High Frequency Tutoring:** Georgia Numeracy Project; Fundations, Fountas & Pinnell Leveled Literacy Intervention<br><br>**Small Group Classroom Instruction** (focus on ELA): Wilson Fundations Intervention Kits (K-3); Books for Classroom libraries ($20,000/school); Ipads for Acadiance App (5/Elementary); Fountas & Pinnell Word Study<br><br>**Summer Programming:** Summer Feeding Program, Georgia Numeracy Project; Wilson Fundations Intervention, Fundations Decodable Texts, Fountas & Pinnell Leveled Literacy Intervention, STEM Camp, Wilson Just Words, additional Chromebooks |
| What is the formative assessment plan to evaluate student progress and impact for each intervention selected? | **High Frequency Tutoring: ELA/Reading** - Informal Running Records, Fluency, Comprehension checks.<br><br>**Small Group Classroom Instruction** (focus on ELA): MAP data, Informal Running Records, and Reading and Math Acadience Data will be monitored at the school and district level to determine student progress and professional learning needs.<br><br>**Summer Programming:** MAP data, Georgia Numeracy Progress Monitoring Reports, Informal Running Records, Exit tickets for daily formative checks, and Exact Path reports will be examined to determine progress. |

**Implement Plan**

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if intervention(s) are working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.
- Build capacity of others to facilitate and implement the intervention(s).

## Timeline for Implementation

What is the proposed timeline to implement each intervention selected?

**High Frequency Tutoring:**

- Timeline for high frequency tutoring K-12
  - August 3-September 7th: Skill gap analysis through preview and formative baseline assessments
  - September - December 2022: Implement high frequency after school tutoring - 10-12 Week Program
  - January - April 2023: Implement high frequency after school tutoring - 10-12 Week Program
- Monitoring Plan
  - Establish baseline data and goals for each student participating in the high frequency tutoring program during the first four weeks of school. Baseline data to be determined through Milestones Data, MAP assessment, Fountas & Pinnell Reading Level Data, Dibels, and Reading and Math Acadience Data.
  - Design personalized tutoring plans for each student based on skill gaps identified during pre-assessments.
  - Notify parent/guardian (in person/virtual/Parent Information Letter) with each student involved in the tutoring program. Review goals and establish a communication plan for monitoring progress.
  - The Tutoring program will utilize Exact Path, Informal Running Records, Daily Formative checks, and the MAP assessment to determine specific needs and monitor progress.
  - At the end of each 10-12 Week Program, schools will complete a **Program Evaluation / Logic Model** to assist in planning, implementation, and evaluation of the program's effectiveness.

**Small Group Instruction (Focus on ELA):**

- Timeline:
  - May 2022- Skills GAP Analysis and Needs Assessment
  - June 2022- JCSS Director of Elementary Education, Secondary Literacy Specialist, Instructional Coaches (K-12) and The Literacy Design Teams will meet to determine a plan of action for meeting the needs of students during the 2022-2023 school year and establish a scope and sequence for support.
  - June-July 2022- New teachers to the district will participate in New Teacher Orientation.

- July 2022 - Data Dig - Revise District Improvement Plan / School Improvement Plans to include Balance Score Card; Professional Learning on the Science of Sight Words and Understanding By Design
- August 2022- Conduct a Literacy Needs Assessment; Director of Elementary Education, School leaders, Secondary Literacy Specialist, Instructional Coaches (K-12) and The Literacy Design Teams will meet to discuss literacy needs
- September 2022 - Director of Elementary Education, School leaders, Secondary Literacy Specialist, Instructional Coaches (K-12) and The Literacy Design Teams will analyze formative data
- October 2022- Literacy professional learning for School Leaders, Instructional Coaches, and Design Team members
- November 2022- Formative assessment progressing monitoring with Assistant Principals of Instruction
- December 2022 - Instructional Coaches and ELA Design Team members will monitor formative assessment data
- January 2023 - Director of Elementary Education, School leaders, Secondary Literacy Specialist, Instructional Coaches (K-12) and The Literacy Design Teams will meet to discuss formative classroom data
- February 2023 - Director of Elementary Education, School leaders, Secondary Literacy Specialist, Instructional Coaches (K-12) and The Literacy Design Teams will meet to discuss MAP/Fountas and Pinnell data
- March 2023 - Director of Elementary Education, School leaders, Secondary Literacy Specialist, Instructional Coaches (K-12) and The Literacy Design Teams will meet to discuss student growth
- April 2023- Director of Elementary Education, School leaders, Secondary Literacy Specialist, Instructional Coaches (K-12) and The Literacy Design Teams will meet to discuss MAP/Fountas and Pinnell Data to determine student needs

**Summer Programming:**

- Timeline for Summer Programming
  - April-May 2023 - Schools provide data outlining criteria for student participation (most critical/wide-spread need) in the summer tutoring program
  - June 2023 - High school students will attend credit recovery sessions.
  - June 2023 - Students will attend summer school sessions focused on literacy and math needs.

**Examine Progress**

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if the intervention(s) is working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.

## Outline for Evaluating Implementation and Impact

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| How will you evaluate implementation fidelity and effectiveness on an ongoing basis of each intervention selected by specific subgroups?<br><br>Subgroups: low-income students, students with disabilities, racial and ethnic minorities, migrant students, English Learners, students experiencing homelessness, children in foster care. | **2022-2023:**<br><br>NWEA MAP will be administered a minimum of three times a year (fall, winter and spring) to all students. Student achievement and growth data will be aggregated and reviewed at the individual student level, by grade level, and by subgroups to determine intervention/program effectiveness and to make necessary adjustments to respond to the needs of students and staff.<br><br>Acadience/Dibels will be administered a minimum of three times a year (fall, winter and spring) to all students and more frequently to students targeted for specific interventions in grades K-5 for literacy and math support.<br><br>Fountas and Pinnell Assessment will be administered three times a year, with informal running records serving as a catalyst between the testing windows. Schools will identify the individual needs of students and determine next steps for literacy support. |

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| | **2022-2023:**<br><br>Continue with the same process as in 2022-2023. |
| | **2023-2024:**<br><br>Continue with the same process as in 2023-2024. |
| | Guiding Questions – Link to questions in appendix |

## USE OF FUNDS

The LEA shall reserve ***not less than 20 percent*** of such funds to address learning loss through the implementation of evidence-based interventions. In addition to the interventions outlined in the template above, this percentage of funds can be used to address assessment needs, assistance to parents as they support their students, and student engagement and attendance. Please estimate the approximate percentage of the LEA's ESSER III formula funds allocated for each of the activities or purposes addressing learning loss listed below.

| Activities to Address Learning Loss | Percent |
|---|---|
| Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of at-risk populations. | 21% |
| Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. | 6% |
| Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment | 2% |
| Tracking student attendance and improving student engagement in distance education | 3% |

| Activities to Address Other Needs | Percent |
|---|---|
| Any activity authorized by the Elementary and Secondary Education Act of 1965, Individuals with Disabilities Education Act, Adult Education and Family Literacy Act, and Carl D. Perkins Career and Technical Education Act of 2006. | 0% |
| Activities to address the unique needs of at-risk populations | 0% |
| Developing and implementing procedures and systems to improve the preparedness and response efforts | 0% |
| Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases | 0% |

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| Purchasing supplies to sanitize and clean the facilities | **1%** |
| Planning for, coordinating, and implementing activities during long-term closures, including **providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue** to be provided consistent with all Federal, State, and local requirements. | **%** |
| Providing mental health services and supports, including through the implementation of evidence-based full service community schools. | **25%** |
| Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. | **14%** |
| School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | **13%** |
| Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement | **5%** |
| Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff | **%** |
| Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.<br><br>Please identify "other activities" | **10%** |
| **Total** | **100%** |

**LEA Implementation Plan for Use of Funds.** *In the survey below, please check all that apply:*

☒ At-risk Student Populations

☒ low-income students: cover costs of specific activities, services, supports, programs, and/or targeted interventions

☒ students with disabilities: cover costs of specific activities, services, supports, programs, and/or targeted interventions racial and ethnic minorities: cover costs of specific activities, services, supports, programs,

☒ migrant students: cover costs of specific activities, services, supports, programs, and/or targeted interventions

☒ English Learners: cover costs of specific activities, services, supports, programs, and/or targeted interventions

☒ students experiencing homelessness: cover costs of specific activities, services, supports, programs, and/or targeted interventions

☒ children in foster care: cover costs of specific activities, services, supports, programs, and/or targete interventions

☐ **Career, Technical, and Agricultural Education expenses (approved under Perkins Act)**

If these efforts support *At-risk Student Populations*, please also check the populations at the beginning of this survey.

**Continuity of Core Staff and Services**

☐ cover costs of offsetting the need to furlough or reduce the salaries of school-based staff

☒ cover costs of transportation operations

☒ cover costs of expenses related to utilities

☐ other operational costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

**Facilities/Equipment**

☒ costs related to sanitizing/disinfecting buildings and buses

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

**Mental and Physical Health** (contracted hours, professional learning, programs, etc.)

☐ costs related to telehealth

☐ costs related to counseling

☐ costs related to school nursing

☐ costs related to school-based clinics

☐ costs related to therapeutic services

☐ costs related to wraparound services and supports

☒ other mental

Social and Emotional Learning Curriculum and Implementation - 7 Mindsets

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

**Professional Development**

☒ Cover costs of additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, consultants, programs, etc.).

☐ other professional development costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

## School Meals

☐ offset costs due to serving meals (not covered by the USDA reimbursement)

☐ cover additional 'hazard' pay or hours personnel

☐ cover additional transportation costs of delivering meals

☐ other school meals costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

## Supplemental Learning

☐ remediation opportunities

☐ enrichment opportunities

☒ summer learning

☒ before/after school programs scheduled within the school year

☒ additional instructional resources

☒ additional pay for teachers, staff, mentors for extended hours/schedules

☐ other supplemental learning costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

## Implement Prevention and Mitigation Strategies Section A

| | | |
|---|---|---|
| **Return to In-Person Instruction Plan LEA Website Link** | **https://www.jacksonschoolsga.org/Page/1660** | |
| **The Plan Will Be Updated Within 6 Months** | **YES** | **NO** |
| | **Date:** Will update April 2023 | **Plan is Updated to Current CDC Guidelines** |

**Section B**

LEAs that receive ARP ESSER funds must develop, submit to GaDOE on a reasonable timeline, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds.

- In the section below, please explain to the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Center for Disease Control and Prevention (CDC) guidance on reopening schools, to continuously and safely open and operate schools for in-person learning. The U. S. Department of Education has provided resources that align with the CDS's guidance, please reference resource in the chart.

**Safely Reopening Schools Resources Provided by the U.S. Department of Education**

| | |
|---|---|
| **Safer Schools and Campuses Best Practices Clearinghouse** | Best Practices Clearinghouse - Home (ed.gov) |
| **Center for Disease Control and Prevention-Operational Strategy for K-12 Schools through Phased Prevention** | Operational Strategy for K-12 Schools through Phased Prevention \| CDC |
| **Volume 1- 2021 ED COVID-19 Handbook- Strategies for Safely Reopening Elementary and Secondary Schools** | ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools (PDF) |
| **Volume 2- 2021 ED COVID-19 Handbook- Roadmap to Reopening Safely and Meeting All Students' Needs** | ED COVID-19 Handbook: Volume 2 2021 (PDF) |

1. Please explain how the LEA engaged the entire school community to establish a safe environment for all educators, school staff, and students to promote trust and confidence.

*If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.*

Jackson County Schools formed a task force that included external stakeholders including business, industry, and parent leaders along with a variety of internal staff members. The task force met regularly to review the local COVID impact. Data was collected, analyzed, and reported to the school community and DPH on a weekly basis. The task force evaluated the data and made the decision to resume in person learning on August 12th. Safety precautions were put in place including but not limited to social distancing, foot traffic directionals to maintain "safe space", use of masks, district wide sanitation, glass/plexiglass barriers, and other recommended mitigations. When the task force met, updates were provided based on reported data. The school district remained in-person learning through December. Based on data, students returned to school in January to a hybrid model to decrease contact. The school district continues to engage with the task force, as well as, other local agencies to ensure COVID response and planning is in place. In addition, Jackson County Schools created a communications task force to provide ongoing communication to staff, students, families, and the community via REMIND, social media, Infinite Campus Caller and district website. For the 2022-2023 school year, Jackson County has returned to in-person attendance. https://www.jacksonschoolsga.org/Page/1660

2. Please explain how the LEA used ARP-ESSER funds to implement prevention strategies to reduce the transmission of COVID-19 in schools.

*If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.*

Please check strategies implemented by LEA:

- ☒ Universal and correct use of masks
- ☒ Physical distancing
- ☒ Handwashing and respiratory etiquette
- ☒ Cleaning and maintain healthy facilities
- ☒ Contact tracing in combination with isolation and quarantine

Jackson County School System created a school reopening task force to identify needs, prioritize resources, and create safety protocols and procedures to effectively reopen schools in the fall of 2020. Jackson County Schools prioritized funds to purchase PPE, plexiglass barriers, shields, hand sanitizer, disinfectants, digital infrared thermometers, and signage to limit the exposure and spread of COVID-19 over the course of the 2020-2021 school year. In preparation for the start of the school year, JCSS had all school staff participate in online self-paced courses and virtual trainings specifically related to slowing the spread of Covid19. All Jackson County Schools employees were required to take and successfully pass online safety modules specific to Covid-19, the transmission of the virus, and mitigation strategies. In addition, JCSS created an internal Covid-19 mitigation strategies and expectations guideline for all JCSS Staff.

Jackson County Schools established pandemic teams at each school made up of school administration, nurses/clinic aids and additional support personnel. Each pandemic team member successfully completed the Covid-19 Contact Tracing course through Johns Hopkins University. District and School pandemic teams conviene virtually when a student and/or staff member tests positive to complete contact tracing and case forms; to contact parents/guardians of students and staff regarding the need and timeline to isolate/quarantine; coordinated with school administration to coordinate virtual learning resources for students/staff impacted; provide ongoing education and updates to school staff and community regarding COVID-19 guidelines; and created "sick" rooms at each school for students/staff who became ill or presented symptoms of COVID-19 during the day to lessen the exposure to "well" students who needed to visit the clinic to visit for daily medications, insulin, treatments, etc… In addition, the JCSS Teaching & Learning team created a Distance Learning Handbook: Guidelines & Expectations to support students and teachers needing to learn/teach in a virtual learning environment. As a district we created a Covid-19 Communication Protocol to provide consistent communication regarding cases and contacts.

Sample Positive Case Workflows

Jackson County Schools

# Positive Case Workflow

*Last Updated 8/21/20*

Case is confirmed positive by Lead Nurse

Lead Nurse or designee contacts Principal, Clinic Aide, HR, Facilities Director, & Facilities Secretary

Principal communicates needs with school based custodians, attendance clerk (students only), and transportation (students only)

Facilities follows up with school based custodians to ensure appropriate cleaning is completed

Lead nurse or designee coordinates efforts with clinic aide and school leadership to identify and contact those in close contact with positive case.

Lead Nurse designee reports case to Department of Public Health and coordinates communication

1. List of close contacts is given to attendance clerk.
2. Positive case is entered into case information form.
3. If positive case has close contacts at other schools, clinic assistant will contact the clinic assistant at close contact's school and give them necessary info to complete case information form.
4. Clinic assistant and when needed school leadership designees contact parent/guardian of close contact (and student if secondary level). Close contacts are each entered into case information form as they are contacted.

HR works with Principal to determine leave situation and communicates with Leave Specialist

Transportation director or designee gathers information on bus contacts and provides to principal

Leave specialist enters leave through return date. If return date changes, principal notifies leave specialist.

Jackson County Schools

## Internal Communication Flow for COVID-19

Revised 8/16/2020

Student or Staff Member experiences COVID-19 symptoms or tests positive for COVID-19

Notify Clinic Assistant, School Administrator or Lead Nurse immediately.

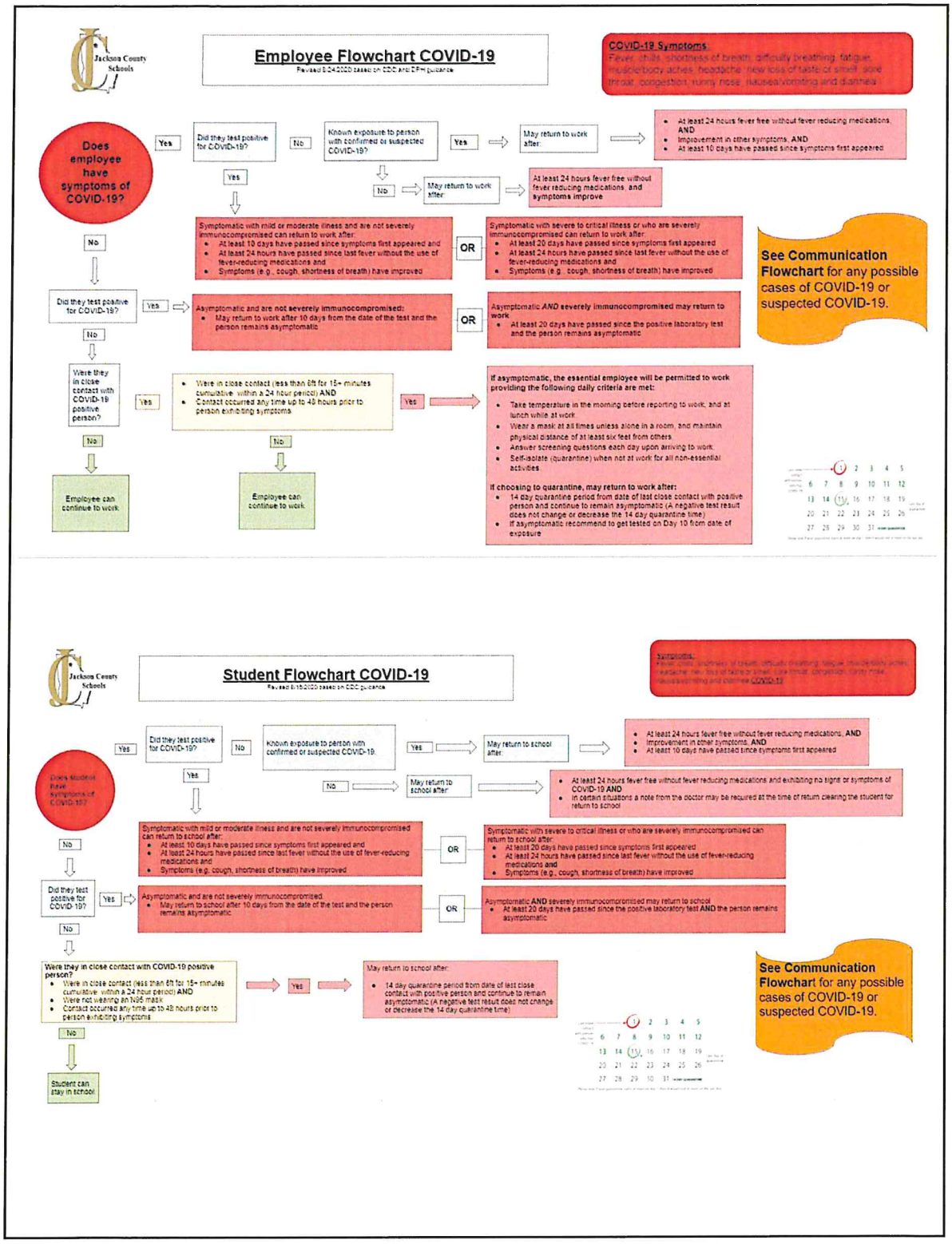
Clinic Assistant or Administrator completes the Student or Staff Case Information Form by asking the employee or parent the questions included in the form. The form may also be sent to the employee or parent for completion when feasible.

Lead Nurse or Student Support Services contacts student or staff member if additional information needed and notifies Assistant Superintendent of HR and Student Support Services.

Employees Only: HR contacts principal regarding need for leave and will enter as appropriate.

Lead Nurse, HR and/or Student Support Services will provide school administrator with informational communication for school staff or families when warranted. Lead Nurse will communicate with other agencies as appropriate.

**COVID-19 Symptoms:**
Fever, chills, shortness of breath, difficulty breathing, fatigue, muscle/body aches, headache, new loss of taste or smell, sore throat, congestion, runny nose, nausea/vomiting and diarrhea.




3. Please explain how the LEA monitored cases and made decisions about in-person instruction.

*If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.*

Jackson County Schools established an internal support team to manage COVID. The team consisted of the superintendent, assistant superintendent for HR and student support, the lead nurse, the student support services director, and the director of operations. The team had a scheduled meeting every morning at 8 AM. A shared spreadsheet was and continues to be updated on a daily basis. The spreadsheet is specific by school, school community, and districtwide. Data is evaluated, daily and trend data is analyzed and shared with the community weekly. Based on the daily and weekly trend analysis, recommended mitigation strategies were put in place as needed. Any classroom, school or school community who experienced an increase in cases or significant weekly rate of change was evaluated to determine if mitigation strategies should be expanded. In rare instances, entire classrooms or grade levels transitioned to remote learning temporarily. During January and February, the entire district implemented a hybrid model where half of the students attended two days a week and the other half attended on alternating two days with all students being remote three days a week. One day of remote learning was dedicated to deep sanitization. By the end of February all students were back in person full time with a decreasing trend in cases and quarantines. Below is an example of the weekly trend report.

*Jackson County School System*

**DISTRICT TOTALS**

*Report Date: May 7, 2021*

| IN-PERSON AND DISTANCE LEARNING STAFF & STUDENTS | | | IN-PERSON ONLY STAFF & STUDENTS | | |
|---|---|---|---|---|---|
| Total In-Person AND Distance Learning Enrollment (Staff and Students) *as of 06 May 2021* | Total In-Person AND Distance Learning Active* Quarantine (Staff and Students) *as of 06 May 2021* | Total In-Person AND Distance Learning Active* Positive Cases (Staff and Students) *as of 06 May 2021* | Total In-Person Only Enrollment *as of 06 May 2021* | Total In-Person Only Active* Quarantine *as of 06 May 2021* | Total In-Person Only Active* Positive Cases *as of 06 May 2021* |
| 10078 | 19 (0.2%) | 4 (0.03%) | 9116 | 18 (0.2%) | 3 (0.03%) |

* Active cases and quarantines are those who are quarantined on the actual date of reporting.

**SCHOOL TOTALS**

| Week of April 29 - May 5, 2021 (Reported Thursday ~ Wednesday) | In-Person Student and Staff Count | Percentage Impacted by Close Contact (only in-person learners and staff**) | Weekly Rate of Change/ Change since Last Week |
|---|---|---|---|
| **SYSTEM-WIDE (includes CO and Operations staff)** | **9116** | **0.4%** | **0%** |
| EJCHS | 1203 | 0.1% | +0.1% |
| EJES | 631 | 0.3% | +0.1% |
| EJMS | 548 | 0.4% | 0% |
| MES | 458 | 0.2% | +0.2% |
| SJES | 741 | 1.1% | +0.4% |
| **EAST ZONE TOTALS** | **3581** | **0.4%** | **+0.1%** |
| GSES | 994 | 0.8% | +0.3% |
| JCHS | 1340 | 0.1% | 0% |
| NJES | 547 | 0.5% | +0.5% |
| WJES | 1096 | 0.5% | -0.4% |
| WJMS | 1303 | 0.5% | -0.3% |
| **WEST ZONE TOTALS** | **5280** | **0.5%** | **0%** |

** Numbers include any student or staff that was quarantined due to close contact, positive diagnosis, or suspected positive diagnosis for any portion of the reporting period.

**SITUATIONAL AWARENESS COLOR-CODING KEYS**

| KEY: Percentage Impacted |
|---|
| Less than 5% |
| 5-9.9% |
| 10-14.9% |
| 15-19.9% |
| 20% or greater |

| KEY: Weekly Rate of Change |
|---|
| Greater than 5% decrease |
| 0-4.9% decrease |
| 0-4.9% increase |
| 5-9.9% increase |
| 10% or greater increase |

# Appendix

## Guiding Questions

**Selecting Interventions:**

- Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English learners) and does the intervention have positive and statistically significant effects on important student or other relevant outcomes?
- Have appropriate stakeholders (e.g., students, family, staff and community) been involved in discussions on how to address their needs?
- How can the impact of the intervention be measured?
- What tools will the school/district use to determine impact?
- What resources are required to implement this intervention with fidelity?
- What is the local capacity to implement this intervention with fidelity?
- What skills and resources will staff need to implement the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?

**Examining Progress:**

- How will you progress monitor the fidelity of implementation?
- How can progress monitoring ensure that the actions are effective, impact practices, and improve student achievement for all subgroups?
- What benchmarks will be established and what data will be collected to measure effectiveness of interventions for all subgroups?
- What specific evidence and artifacts will you collect to determine if the interventions are executed in a way that has an impact on student outcomes for all subgroups?
- Do the evidence and artifacts demonstrate the fidelity of implementation and effectiveness of the interventions?
- Are the evidence and artifacts easily obtainable?
- Who is responsible for gathering evidence and artifacts? How and where will the evidence and artifacts be stored and shared?
- Program Evaluation Step-by-Step Guide and Logic Model – This step-by-step guide assists districts with prioritizing programs to evaluate, planning processes for data collection and analysis, and using the findings to develop action plans for program improvements. An accompanying tool provides an overview of the logic model concept, a template for logic model creation, and a checklist to ensure effective logic model implementation.

## Additional Research and Resources

### Updates and Research on Accelerated Learning and Best Practices

- TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf– This is an updated guide from The New Teacher Project (TNTP) with specific goals and strategies that can help schools begin accelerating students back to grade level in any instructional format—in-person, virtual, or hybrid. TNTP has placed special emphasis on the two most important things schools should prioritize right now: grade appropriate assignments and strong instruction.
- EdResearch for Recovery School Practices to Address Student Learning Loss (brown.edu) – This brief is one in a series aimed at providing K-12 education decision makers with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. This brief looks at potential interventions for students who have fallen out of typical grade range, particularly those who were struggling before the pandemic. Evidence suggests that, although most students will experience some learning loss, the majority will still be able to engage with grade-level content.
- Broad-Based Academic Supports for All Students (brown.edu) – This brief provides research and resources to address academic supports schools should prioritize for all students, including strategies to consider and those to avoid.
- Best Practices for Learning Loss Recovery – This report explores research-based supports for student academic recovery from learning lost due to COVID-19 pandemic-related school closures. This report examines approaches to adding learning time within the structure of the regular academic calendar (e.g., school year, school days, and periods) and existing extended learning opportunities (e.g., afterschool programs, acceleration academies, summer school).
- EdResearch for Recovery Bringing Evidence-Based Decision-Making to School Safety (brown.edu) – This brief provides research and resources to address how schools and districts can monitor students' social and emotional well-being throughout the year, including strategies to consider and those to avoid.
- Restart & Recovery: Considerations for Teaching and Learning: Academics - This resource is one part of a project designed to support states and school systems in addressing the critical set of challenges they will face as they plan for (and restart) teaching and learning amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources.
- Review-of-Expanded-Learning-Opportunities.pdf (hanoverresearch.com) – Hanover Research expands its previous brief on extended learning time. An expanded discussion of extended school day/year models, summer school initiatives, pre-kindergarten programs, and out-of-school time programs is provided, to inform discussions about strategies to improve student achievement and educational outcomes.

### Class-size Reduction

- NCPEA Policy Brief -Class-Size Policy -The STAR Experiment and Related Class-Size Studies – This brief summarizes findings on class size from over 25 years of work on the Tennessee Student Teacher Achievement Ratio (STAR) randomized, longitudinal experiment, and other Class-Size Reduction (CSR) studies throughout the United States, Australia, Hong Kong, Sweden, Great Britain, and elsewhere.
- The Effectiveness of Class Size Reduction – This brief provides research-based options for education policy makers on the effectiveness of class size reduction.
- Rethinking Class Size -The complex story of impact on teaching and learning – This book examines class size reduction with several new approaches and shares an overriding model which shows how class size works through interconnections with other processes and features in the classroom and identifies key pedagogical implications for teachers and schools.
- Class Size: What Research Says and What it Means for State Policy

### Extended School Day

- Extending the School Day-Year: Proposals and Results – This review provides a review of research on the feasibility of extending the school day/year

- Research Brief – Extended School Day – This review summarizes what the research says about extending the school day, either starting early or staying later.
- Do Students Benefit from Longer School Days? Regression Discontinuity Evidence from Florida's Additional Hour of Literacy Instruction

**Extended School Year**

- Extended School Day-Year Programs: A Research Synthesis – This analysis reviews the data on two types of extended school programs--those that extend the number of hours per day students spend in school, and those that extend the school year.
- Extended School Year – This Information Capsule addresses research conducted on extended school years and their impact on student achievement.

**High Frequency Tutoring**

- Accelerating Student Learning with High-Dosage Tutoring (brown.edu) - Part of EdResearch's Design Principles series that outlines the evidence, design principles and considerations for high-frequency tutoring. Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically.
- Community Engagement in K-12 Tutoring Programs: A Research-Based Guide for Best Practices – This document provides evidence from researchers across disciplines and synthesizes a set of best practices in tutoring for use by community engagement practitioners.

**Summer Programming**

- Best Practices for Comprehensive Summer School Programs – This report discusses best practices for summer learning and describes how districts structure summer enrichment, acceleration, and transition programs.
- Effective Program Design for Elementary Summer Learning Programs – This report investigates the impact of summer programs on student learning outcomes, discusses the features of effective summer programs for elementary school students, and outlines strategies for evaluating summer programs.
- Getting to Work on Summer Learning – Recommended Practices for Success – This guidance is intended for school district leaders and their partners across the United States who are interested in launching or improving summer learning programs. In this summary version, the authors distill lessons about implementation gleaned from a six-year study of voluntary summer programs in the five urban districts participating in the National Summer Learning Project.
- Summer Reading Camp Self-Study Guide – This guide is designed to facilitate self-studies of planning and implementation of summer reading camp programs for grade 3 students. It provides a template for data collection and guiding questions for discussion that may improve instruction and increase the number of students meeting the grade-level standard by the end of the summer reading camp.
- Summer School Design and Evaluation Framework – This report reviews best practices in summer school program design and discusses how districts can leverage multiple research methodologies (e.g., data analyses, surveys, in-depth interviews, classroom observations, etc.) to monitor the implementation and evaluate the effects of their summer school programs.

**Virtual Learning**

- Evaluation of Evidence-Based Practices in Online Learning – The goal of this study by the U.S. Department of Education is to provide policymakers, administrators and educators with research-based guidance about how to implement online learning for K–12 education and teacher preparation.
- Access to Algebra I=The Effects of Online Mathematics for Grade 8 Students – This study tested the impact of offering an online Algebra I course on students' algebra achievement at the end of grade 8 and their subsequent likelihood of participating in an advanced mathematics course sequence in high school.
- Strategies for Virtual Learning Implementation – This report by Hanover Research examines best practices in planning and implementing virtual learning programs. The report reviews literature on strategies for implementing successful virtual learning programs and profiles four school districts with exemplary programs.