

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 Richland Parish	LEA Code 042	Enter Grade levels served PreK-12
Planning Contact (name) Christy Hendrix		
Planning Contact (title) Director of Federal Programs		
Planning Contact (email) chendrix@richland.k12.la.us		
Planning Contact (phone) 318.728.5964 ext. 262		
Fiscal Contact (name) Bill Martin		
Fiscal Contact (title) Business Manager		
Fiscal Contact (email) bmartin @richland.k12.la.us		
Fiscal Contact (phone) 318.728.5964 ext. 229		
School System Leader Name Sheldon Jones		
<i>Sheldon Jones</i> School System Leader Signature	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	\$0	ESSER III	\$2400
---	-----------------	------------	------------------	---------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Within the Richland Parish School District, there are approximately 2772 students enrolled in the 8 elementary schools and 3 secondary schools, Pre-K – 12th grade (JPAMS MFP count as of 09/14/2022). Richland Parish currently offers two modes of instruction: In-person instruction which provides students with traditional face to face instruction and a virtual option in the form of the Richland Virtual Academy. Teachers are assigned a case load of RVA students to provide support, progress monitoring, and parental communication.

It is essential to have data on how students are learning in order to support the goals of access and equity, especially for those student groups adversely affected by Covid-19. Among the data sources reviewed are LEAP 2025 Assessment Results, DIBELS Next, ACT, Graduation Rates, and Attendance data. A review of this data allows us to identify the student groups most disproportionately impacted.

Often students in Richland Parish are members of non- typical family units. They are being raised by single parents, grandparents, aunts, uncles, cousins or older siblings. The psychological and emotional impact on the family unit as a result of someone who is dealing with a positive COVID case is very devastating and traumatizing. The anxiety caused by the fear of losing someone close to them can be quite overwhelming. The added stress of getting sick from someone around them and taking it home is another fear of many students. This no doubt is a cause for diminished learning outcomes, and attendance across all student groups at all grade levels.

Attendance Data is looked at the school daily through Daily Absentee Reports and at the school and district level on a weekly basis with Attendance Summary Reports being run through the EDgear Webpams System. Gain/ Loss Reports are run every Friday. Student drops that are coded as L0- No Shows and L1 pending request for records are also run weekly and the District Child Welfare and Attendance Supervisor works to locate those students to ensure that they are enrolled in a school. These students are tracked in a chart that shows all attempted contacts and enrollment status.

Richland Parish’s Overall [Chronic Absenteeism](#) Rate Overall is 11.6%, below the state average of 19.4%. This pattern is seen across all subgroups in comparison to the state. However, when broken down by grade bands, 2 of our 3 high schools, 1 of our grade 6-8 schools, and one Pre-K–5 school have a greater Chronic Absenteeism Rate than the state average. In one community this affects all 3 schools that serve that area.

Assessment data is both formative and ongoing, high quality data tools as well as teacher-made tests and checklists enable teachers to engage in student work analysis that can be used to drive RTI and provide acceleration opportunities that are differentiated to address learning loss. Based on the data released from the DOE’s 2022-2023 Academic Recovery and Acceleration Plan, Richland Parish Eighth Graders scoring mastery and above on the LEAP 2025 test are exceeding pre-COVID percentages in all areas except Social Studies. Sadly, data

supports that our younger students were the greatest impacted by learning loss due to COVID with 50% less third grade students scoring at Mastery and above on LEAP 2025 than in 2019. This trend seems to permeate all subgroups at the third grade level. At the high school levels across tested grades on LEAP 2025, the percent of Richland Parish students performing at proficient and above in English I, English II, and U.S. History are near pre-pandemic levels. In the other areas a greater percentage are scoring at proficiency in Algebra I, but Geometry is showing a 11% decline and Biology a 7% decrease in percentage at proficiency.

The LEA will partner with school leaders to set school-level improvement goals that are aligned to the LEA goals by engaging each school leadership in the development of a school specific school improvement plan. Richland Parish will work to decrease Chronic Absenteeism to < 10% by the end of the first semester. Using PBIS to reward improved attendance at the school level. To increase the number of students performing on or above grade level on literacy screeners by 20% by the end of the 2022-2023 school year, literacy coaches will conduct observations of teachers to inform next steps in coaching. Literacy coaches/content leaders will spend time planning with PK-2 teachers as they prepare for data-aligned small-group centers targeting individual student literacy needs. Literacy coaches/content leaders will also support 3-8 literacy teachers in planning for RTI to address individual student needs based on student data. This focus on literacy should impact the percentage of students scoring at proficiency on LEAP 2025. As reflected in the report, Early Warning, Why Reading by the End of Third Grade Matters, by the Annie E. Casey Foundation, it was stated that those students that are not proficient readers by the end of third grade were four times more likely to drop out than their on-level peers. In the report, Early Warning, Why Reading by the End of Third Grade Matters, by the Annie E. Casey Foundation, it was stated that those students that are not proficient readers by the end of third grade were four times more likely to drop out than their on-level peers.

Richland Parish Schools believe that children can only learn effectively if they attend school regularly. It is important too, that children arrive and leave school on time. It is equally important that children should not be in school if they are unwell.

The shift is being made away from only looking at truancy but also Chronic absenteeism that includes ALL absences exempted, excused, and unexcused. Richland Parish Schools collects student data through the EDgear Webpams Data System. This data can be broken down by demographics (race), socio-economic status, and diverse learner status. This data was shared with the state and released in the 2021-2022 Chronic Absenteeism Rate Overall & by Subgroup Report. This data was disaggregated by the aforementioned groups, by school and by grade level. Below is a summary of findings:

- Overall for the 2021-2022 school year, 336/2909, 11.6%, of students were chronically absent in Richland Parish across all subgroups and grades. A decrease from 672/2517, 26.69% (SY 2020-2021)
- 2 of our 3 high schools, 1 of our grade 6-8 schools, and one Pre-K-5 school have a greater Chronic Absenteeism Rate than the state average. In The Rayville School District this includes all three of their schools.
- 318 /2909, < 10.93 % of students were truant (less than 92% attendance average) for the 2021-2022 school year, decrease from 364/2517, 14.46% (SY 2020-2021).

To increase our students' daily attendance, we participated and will continue to participate in the LDOE Attendance Alliance in partnership with LSU. This initiative gave us suggestions on how to make contact with students and parents who we with two absences within the first month of school or three or more overall absences within the first six weeks.

Once we identified the students, we tracked their daily attendance, assigned attendance monitors to conduct routine check-ins with students and parents.

We will continue to track and monitor students' attendance daily through EDgear Webpams System. To build upon our increased student attendance rate, teachers have been asked to contact any student who has two consecutive absences. School representatives will make weekly calls to students who have two absences within the week.

Schools have been asked to look at their discipline data to determine other root causes of students missing school. Using discipline data will allow us to provide students with restorative methods to reconcile misbehavior with teachers and/or peers. In addition, we will discuss the importance of attendance regularly (Parent/Teacher meetings, flyers, social media platforms, sending regular attendance updates in newsletter/good attendance highlighted in assembly).

Strategies to address attendance concerns and increase good attendance will be addressed in each school's Attendance Plan. All schools have included Seat Time Recovery in their School Attendance Plan as one means of restorative practice. Money has been budgeted for the JPAMS Drop-out Early Warning System, \$2,400, to assist school leaders in identifying students who are at greatest risk of dropping out and using this data to address barriers to keeping the students engaged and learning at school through their Attendance Intervention Plans. Attendance Intervention Plans are also required to be developed for any student whose attendance falls below 90%. Using the Tiered Support plan, schools will reward improved attendance at the school level.

Our goal is to reduce the number of students who are chronically absent by 15% and the number of students identified as truant by 10%. We will track our progress by mid-year and adjust our goals accordingly. The CWA will report out to the Community Engagement Advisory Panel on a regular basis. The Community Engagement Advisory Panel is made up of 22 community leaders such as mayors, town council members, professionals, parents, and members of the educational community.

2022-2023 Key Investment: Well-Being	ESSER II	\$	ESSER III	\$210,830
---	----------	----	-----------	------------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Throughout the 21-22 school year approximately 2489 students were offered mental and behavioral support through the programs Panoramic, Sanford Harmony, & Second Steps. Richland Parish Schools collected data through the use of Web Pams in relation to the number of students who were suspended, expelled, or referred to the office. By comparing the numbers, a slight drop in the number of office referrals from 390 in 20-21 to 342 in 21-22 was noted. Our suspension/expulsion rate dropped significantly from 263 in 20-21 to 168 in 21-22. Based on this data we anticipate our numbers to continually decline due to the additional support students will receive on a daily basis. We also purchased the InSight to Behavior Program to monitor interventions, implement BIP's and write effective FBA's to understand the function of the behavior in order to address this effectively. In the year 22-23 we also plan to address the entire district with mental and behavioral support (apprx 2773 students) .All students (2773) in grades k-12 will be administered the Universal Screeners (SABERS &/or BESS) to provide insight into the thought processes and feelings of the students. This screener will be administered 3xs per year in order to monitor the outcomes of the services being provided. The teacher and student rating scales will also be administered, which will measure adaptive and problem behaviors as well as academics if needed. This rating scale will address the needs in both the school and home setting. All students will receive mental and behavioral support through the use of SEL at each school, but targeted interventions will be put in place based on the information obtained through the data disseminated from our use of universal screeners. The screeners will be scored by the behavior

leadership team at each school within the first semester of school, and the results will be shared and explained to all parties involved . Each school will disaggregate the data by race, socio-economic status, and diverse learner status by school , and by grade level to specify the individual student needs. We are currently in the process of gaining baseline data through the use of the SAEBER Behavioral Screener grades K-8 and **the** BESS Screener 9-12. Insights to Behavior was also purchased to monitor interventions being done for students exhibiting behavior problems. InSight to Behavior will continue to be used in the 22-23 school year.

Richland Parish also added a Licensed Professional Counselor and a School Psychologist intern to address the mental health needs of students as needed. At the start of the 21-22 school year each school was tasked with forming a Behavioral Leadership Team or reviewing the members of the PBIS team to collaborate with Principal & Assistant Principal to establish schedules to complete universal screenings and disseminate information so needs can be quickly identified and plans made for addressing those needs can be put in place. This team will be updated based on any openings due to staff changes and will remain in place for the 22-23 school year. At the beginning of 21-22, 3.83 % of our students were receiving additional mental and emotional health support from Social Worker, Behavioral Interventionist, School Psychologist, and School Based Health Clinic. Once this year’s Universal Screener is completed the results will be analyzed to determine the percentage of students scoring in the at risk range. This screener will be completed at mid-term and end of the year. This data will be analyzed to determine whether the interventions and programs used are deemed appropriate and effective for students at risk.

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**.

Richland Parish is using the following LDOE attendance and well-being investments:

- Drop out early warning systems- JPAMS(detailed in attendance section)
- Mental health supports (detailed description included in well-being section above)
- Student mental health and well-being supports (mentioned in well-being section)

A larger portion of ESSERS monies has been budgeted for well-being.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$213,230
---	------------------

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	\$763,500	ESSER III	\$2,637,385
--	-----------------	------------------	------------------	--------------------

1. 78.6% ELA students were provided evidence-based targeted learning support during the 2020-2021 academic year based on Spring 2021 LEAP results. We prioritized ELA to ensure students are reading by the end of third grade to promote overall literacy.

2. 5% of students who were provided evidence-based targeted learning support during the 2021-2022 academic year based on Spring 2021 LEAP results (scored below mastery on one or more statewide assessments) scored mastery or above in the Spring 2022 LEAP assessments.

3. The spring LEAP 2022 test data shows that 73.6% of our students scored below Mastery on the ELA assessment. Therefore, all students scoring below mastery will be provided evidence-based targeted support during the 2022-2023 academic year.

4. The ELA LEAP 2022 scores for 3-8 grades, English I and English II demonstrated improved student achievement. 5% of our students improved their scores to Mastery or above.

5. Which evidence-based strategies/activities resulted in improving student outcomes?

To meet the needs of our disproportionately impacted students due to Covid-19 we are analyzing student data. For example, 2 of our highest elementary disadvantaged schools have dropped 9 index points in ELA and 25.4 index points in math. These schools have received an additional teacher to assist with RTI. The district used attendance data to identify students during the pandemic of face to face students and Richland Virtual Academy. Average attendance for grades 2-8 dropped slightly with attendance increasing in grades 9-12. With an overall chronic absentee students of 26% of the population. The LEAP data shows that 75% or greater students did not score mastery on the state tests. Based on DOE's 2021-2022 Academic Recovery and Acceleration Plan, the percentage of all K-5 students performing on or above grade level on literacy screeners dropped by 16% from 2019, with Black students dropping 19% and of the 14 Hispanic students enrolled in K-5 none performed above or on grade level compared to 67% of the 13 students enrolled performing on grade level in 2019. Salary/benefits for additional staffing to build tutoring into the school day using a plus one additional staffing model and prioritizing schools with CIR/UIR labels. This additional staff will be able not only reduce class size to better maintain mitigation, but also be used to provide acceleration opportunities that are differentiated to address learning loss. Based on a needs assessment through the IDEA department, two additional SPED teachers were added to two middle schools to support this student group. This addition will allow students to participate within core classes providing access to Tier I Curriculum. Teachers will assist with front loading of materials as well as continued support of IEP goals. Utilizing strategic scheduling to revamp RTI and electives as a time and place to accelerate learning. Salary/benefits for teachers to

tutor after school hours and during the summer months. Additional staff in the form of teacher or reading interventionists to coach teachers in selecting and implementing literacy intervention and extensions. Students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2021-2022 school year have been identified and IAIP's have been developed for each student where their strategic involvement is prioritized. We have identified a K-2, 3-5, and 6-8 literacy coach who provided additional support to all CIR/UIR-A schools. MOU's are established with ULM, LaTech, Grambling, TNTP, and iTeach aspiring teachers who are utilized to provide extra tutoring staff for after school and summer programming. A district homework hotline has been established and staffed by local teachers to support students and families outside of school hours. Funding for the homework hotline is through EEF. A needs assessment was conducted in the spring of 2021 by TNTP to identify evidence-based activities, drive goals, and set timelines for the 2021-2022 school year. Student groups identified who have been most impacted by the Covid-19 pandemic this summer to target for summer learning opportunities prioritizing grades four through eight who have IAIP's in place for the 2021.2022 academic year. Throughout the academic year, TNTP supported the cycles of development with our Coaches. District Literacy coaches support the coaches at the CIR and UIR schools to give support to their teachers with strategies to skillfully implement tier I curriculum and RTI using the Science of Reading. In the Spring of 2022 we began training our teachers on the Science of Reading. According to Act 108, all of our K-3 teachers were in the PD. We as a district included our 4-8 ELA teachers to help with the gaps in our older grades. Our district literacy coaches supported the school level coaches and teachers with evidence based Science of Reading center activities. Principals prioritized intervention time during the daily schedule.

6. What other data will be used to understand and evaluate the effectiveness of the evidence-based targeted learning activities implemented in 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

The following high quality data tools are used to drive in-school RTI and after-school tutoring opportunities to differentiate acceleration efforts and address lost learning: DIBELS 8(ELA), K-2 District Math Test, LEAP 360 (ELA and Math), and Digital Great Minds Programing (Math). Student work analysis both formal and informal is incorporated into our school level cycles of development. Each CIR/UIR school in the district has a lead instructional coach on site to support developmental cycles. Additionally, the other schools in the district utilize an iterniate instructional coach to support developmental cycles. Instructional Leadership Teams (ILTs) will engage in one formal cycle of development monthly that includes the following: ILT's meet at minimum once monthly, ILTs lead monthly district learning walks at their school site, ILTs also engage in bi-monthly school level learning walks, ILTs lead monthly school-level PLC's, and state certified content leaders in ELA, Math, and Science lead monthly district PLC's by content area. Leaders of school level ILTs receive support weekly by their assigned supervisor and monthly by TNTP to ensure frequent engagement and data analysis centered in thoughtful planning around teaching and learning. Grade specific Literacy coaches will work closely with the school-level instructional leadership teams, ILT, to track and monitor progress of literacy interventions and extensions implemented by engaging in regular meetings, frequent learning walks, and formal coaching cycles of development with their assigned caseload of teachers as an extra layer of support for our CIR/UIR-A schools. The district high school instructional coach works closely with the assessment and accountability and vocational supervisors to ensure all students have an individual graduation plan in place. The district high school instructional coach meets weekly with guidance counselors. To better understand our district plan of support aligned to our needs assessment conducted by TNTP in the spring of 2020 see our [2022-2023 academic priorities](#) to ensure effective instruction and address learning loss and our [yearly calendar](#). To measure our progress aligned to our needs assessment classroom observations will continue to be collected and analyzed in October, March, and April to ensure: the number of students always engaged in grade level work continues to increase, teachers continue to use curriculum embedded assessments to monitor student understanding, and numbers of students meeting the expectations of the assignments and standards in ELA, math, science, and social studies will improve by engaging in routine cycles of development that include routine student work analysis. This district measure outcomes include the following: This District will increase the school performance score by 5 points. Grades 4-8 will grow in the assessment index in ELA, Math, Science, or Social Studies. The district progress monitors using LEAP 360 in ELA and Math grades 3-8 and Equip is used to drive acceleration efforts during and after school opportunities prioritizing students in grades four through eight who failed to achieve mastery on any statewide assessment during the 2021-2022 school year. For the 22-23 school year, K-8 students will be assessed using DIBELS 8. The district will use mCLASS, which is aligned to the Science of Reading strategy. DIBELS 8 only has tests that go through the 6th grade. We are giving

the 6th grade assessment to the 7th and 8th graders to identify students that are well below grade level. Those students will receive RTI based on the program’s intervention lessons with progress monitoring. DIBELS 8 will be given BOY, MOY, and EOY. The mCLASS interventions will have progress monitoring every 7-10 days. Groups will be fluid so we can reach as many students as possible embedded during the school day. Teachers, last year, k-8 attended professional development on the Science of Reading. Our district literacy coach is working to get all the new hires and new to the grade band teachers training in the Science of Reading. Principals will continue to prioritize intervention time during the daily schedule. UIR/CIR Schools will be attending the SSI sessions for 22-23.

In addition to the aforementioned, two schools received Accelerating Schools funding. These two schools are using additional staff to implement the Accelerate curriculum within the school day as an intervention.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$189,479	ESSER III	\$352,372
---	-----------------	------------------	------------------	------------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment. All students were offered the opportunity to participate in before and after school tutoring during the 2021-2022 school year. Richland Parish served 380 out of 2631 (14%) students during tutoring. Of the 380 students, 43 of these students were served before school prior to the regular school day beginning. All students will be offered the opportunity to participate in tutoring for the 2022-2023 school year. Priority will be given to fourth and eighth graders not meeting proficiency on LEAP 2025 in ELA and Math. Leadership teams will review student data to determine which students would benefit most from participating in tutoring. Tutoring will begin on October 3, 2022. 5% of students who were provided evidence-based targeted learning support during the 2021-2022 academic year based on Spring 2021 LEAP results (scored below mastery on one or more statewide assessments) scored mastery or above in the Spring 2022 LEAP assessments. The spring LEAP 2022 test data shows that 73.6% of our students scored below Mastery on the ELA assessment. Therefore, all students scoring below mastery will be provided evidence-based targeted support during the 2022-2023 academic year. The ELA LEAP 2022 scores for 3-8 grades, English I and English II demonstrated improved student achievement. 5% of our students improved their scores to Mastery or above. Based on DOE’s 2021-2022 Academic Recovery and Acceleration Plan, the percentage of all K-5 students performing on or above grade level on literacy screeners dropped by 16% from 2019, with Black students dropping 19% and of the 14 Hispanic students enrolled in K-5 none performed above or on grade level compared to 67% of the 13 students enrolled performing on grade level in 2019. In 2020, only 24% of kindergarten students performed on or above level on the literacy screener. LEA will continue to utilize Accelerate as an evidence-based strategy to address learning loss as a result of COVID-19. mCLASS interventions will be an addition to the ELA portion of before and after school supports. mCLASS interventions are based on Science of Reading Foundations.

To meet the needs of our disproportionately impacted students due to Covid-19 we are analyzing student data. For example, our highest elementary disadvantaged school is projected to grow from 37.9 SPS to 49.4 SPS. Our two lowest performing elementary schools have received an additional teacher to assist with RTI within the school day. Tutoring is being offered after school and a few schools are offering tutoring before school prior to breakfast. All schools in Richland Parish are offering after-school/before school tutoring to students who exhibit learning loss through review of prior year LEAP 2025 scores and end of the year assessments. Principals along with Instructional Leadership Teams (ILTs) will prioritize students based on prior year available data in ELA and Math. Data will be available through DIBELS, district made math K-2 assessments, 6-weeks grades, and LEAP 2025 scores. Tutoring will be offered approximately 3 days per week for 1.5 hours after school and/or 30 minutes prior to the beginning of the school day. Tutoring will begin following the first six weeks of school and extend through the testing window. mCLASS assessment and LEAP 360 interims will be used for progress monitoring. Teachers and paras will utilize Accelerate curriculum to effectively address and prevent unfinished learning. Accelerate is a just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Richland Parish will provide transportation for students attending after-school tutoring. Every student who did not achieve Mastery or above will be identified and an Individual Academic Improvement Plan (IAIP) will be developed for each core subject area. (i.e., ELA, Math, Science and Social Studies) The district will recruit and prioritize students in grades four through eight who failed to achieve mastery on any statewide assessment during the 2020-2021 and 2021-2022 school years. Prior year test scores

and/or beginning of the year baseline data will be used for baseline score for tutoring students. School based teachers will utilize Accelerate as an evidence-based strategy for before and after school tutoring as well as RTI incorporated into the school day. DIBELS scores, interim test data, and six weeks grades will be utilized for progress monitoring. Each school has a SBLC who monitors students' academic success closely to identify struggling students and develop individualized support plans and ensure they are accessing wrap-around supports offered. In addition to school level SBLC teams, data will be reviewed for student growth or decreases by the ILTs and decisions made to add/delete students to the tutoring cycle. Tutoring begins in October following the end of the first six-weeks and will end in April. As a result of our efforts, the district will increase the school performance score by 5 points overall. Grades 4-8 will see growth in the assessment index in ELA, Math, Science, or Social Studies across school sites.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$172,416	ESSER III	\$1,057,414
---	-----------------	------------------	------------------	--------------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

All Richland Parish students were provided access to summer learning in the summer of 2022, with 452 students attending some or all of the time. The Richland Parish summer learning program did prioritize and recruit students in grades four through eight who failed to achieve mastery on LEAP 2025 during the 2020-2021 school year. Each school established an accelerated learning committee to target students identified who did not achieve mastery. Some schools leveraged end of year SBLC processes in order to strongly encourage participation.

In the 2022.2023 school year, at minimum, approximately 60% of our incoming 4th graders and 60% of our incoming 8th graders we will continue to strategically target to attend our summer learning camp.

The following student data demonstrate improved student outcomes with the following results:

- Students in K-2 were given a DIBELS pre/post test.
 - 2020.2021 Data:
 - 24% of Kindergarten students tested on or above level on all literacy screeners.
 - 2021.2022 DIBELS EOY/pre test data:
 - 32% of kindergarten students were in need of intervention
 - 61% of 1st grade students were in need of intervention
 - 63% of 2nd grade students were in need of intervention
 - 2021.2022 DIBELS post test data:
 - 50% or below of incoming K students scored 75% or higher on the ELA curriculum-embedded assessment
 - 75-89% of incoming 1st grade students scored 75% or higher on the ELA curriculum-embedded assessment
 - 50% or below of incoming 2nd grade students scored 75% or higher on the ELA curriculum-embedded assessment.
- Students in 3rd-12th grade were given a writing pre/post test.
 - 2020.2021 Data:
 - 27% of 3rd grade scored Mastery or Above in ELA on the Spring LEAP 2025
 - 25% of 8th grade scored Mastery or Above in ELA on the Spring LEAP 2025
 - 23% 9th grade scored Mastery or Above in ELA on the Spring LEAP 2025

- 2021.2022 ELA Pretest/Baseline Data- LEAP 2025
 - 19% of 3rd grade scored Mastery or Above in ELA on the Spring LEAP 2025
 - 23% of 8th grade scored Mastery or Above in ELA on the Spring LEAP 2025
 - 19% 9th grade scored Mastery or Above in ELA on the Spring LEAP 2025

- 2021.2022 Writing post test data:
 - 51-74% of incoming 3rd grade students scored 75% or higher on ELA curriculum-embedded assessment
 - 50% or below of incoming 4th grade students scored 75% or higher on the ELA curriculum-embedded assessment
 - 51-74% of incoming 5th grade students scored 75% or higher on ELA curriculum-embedded assessment
 - 51-74% of incoming 6th grade students scored 75% or higher on ELA curriculum-embedded assessment. 50% or below of incoming
 - 7th-9th grade students scored 75% or higher on the ELA curriculum-embedded assessment.
- All students were given a Eureka Equip pre test and post test from Affirm based on the module/topic that was addressed in our summer learning program.
 - 2020.2021 Data:
 - 16% of 3rd grade scored Mastery or Above in Math on the Spring LEAP 2025
 - 7% of 8th grade scored Mastery or Above in Math on the Spring LEAP 2025
 - 11% 9th grade scored Mastery or Above in Math on the Spring LEAP 2025

 - 2021.2022 Math Pretest/Baseline Data- LEAP 2025
 - 13% of 3rd grade scored Mastery or Above in Math on the Spring LEAP 2025
 - 13% of 8th grade scored Mastery or Above in Math on the Spring LEAP 2025
 - 17% 9th grade scored Mastery or Above in Math on the Spring LEAP 2025

 - 2021.2022 Math post test data:
 - 75-89% of incoming K students scored 75% or higher on Math curriculum-embedded assessment
 - 51-74% of incoming 1st students scored 75% or higher on Math curriculum-embedded assessment
 - 75-89% of incoming 2nd students scored 75% or higher on Math curriculum-embedded assessment
 - 51-74% of incoming 3rd students scored 75% or higher on Math curriculum-embedded assessment
 - 50% or below of incoming 4th grade students scored 75 % or higher on Math curriculum-embedded assessment
 - 50% or below of incoming 5th-10th grade students scored 75 % or higher on Math curriculum-embedded assessment.

Other data sources used to understand and evaluate the effectiveness of our summer program include a [teacher survey](#), interventions done on an individual student level, and daily student work analysis done by our teachers. As a result of our summer learning program, a district DIBELS team has been trained to support and expedite beginning of the year testing.

mClass has been purchased and school teams trained to be the data instructional leadership teams (ILT) will be used regularly to drive fluid differentiated interventions based on student need in ELA. Literacy coaches will be leveraged to provide extra targeted support in this area as well at CIR/UIR schools. Teachers will continue to analyze student work regularly and provide math acceleration routinely as part of their regular math blocks with the support of school-level instructional coaches. ILT's have been trained and build daily school schedules that include specific intervention time embedded to the regular school day seamlessly.

The following evidence-based strategies the LEA will stop for SY 2022-2023:

- Afternoon enrichment for students in the afternoon is under consideration to prioritize staff for ELA and Math intervention opportunities; teacher surveys indicated burnout and staffing is a struggle

The following evidence-based strategies the LEA will continue for SY 2022-2023:

- Small group centers based on the science of reading based on DIBELS 8 data.
- Small group centers based on Equip diagnostic data.
- Targeted professional development designed to prepare teachers to carry strategies learned in the summer program into the next school year.

The following evidence-based strategies the LEA will start for SY 2022-2023:

- During the 2022.2023 school year, Richland Parish elementary and junior high schools will use mClass and/or DIBELS 8 to assess students. This assessment focuses on foundational reading skills and through short, one minute measures.
- During the 2022.2023 school year, DMS and MJH will provide routine interventions based on student diagnostic test results.
- During the 2022.2023 school year, Richland Parish schools including MES, RES, RJH, Holly Ridge, and DES will use mClass interventions to analyze DIBELS results, form small groups, build engaging lessons for each group of students based on the science of reading. Teachers will have daily small group instruction of foundational reading skills in an effort to close literacy gaps.
- To incentivize attendance, an end of program field trip will be planned.

Description of summer learning program that will continue in SY 2022-2023

- Richland Parish summer learning program is considering a half day structure to prioritize ELA and Math interventions while guarding against teachers burnout and staffing challenges
- Intervention will be more targeted because we will have better just in time data via DIBELS 8 and Equip that can be used to drive intervention instruction.

We anticipate students who attend the complete summer program will have increased scores on the post assessment and will maintain or exceed Spring 2023 LEAP2025 data in the 2023.2024 school year. We expect students who participate in summer learning to not experience summer learning loss.

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.

In 2021-2022, 5 students were provided extended instructional time under the IDEA realm. The data that is used is the amount of progress toward their goals as indicated on their IEP. Students that meet the ESY Criteria during the 22-23 will be eligible for ESY. This eligibility is based on Regression-Recoupment Data, Critical Point of Instruction 1 or Critical Point of Instruction 2.

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$151,030	ESSER III	\$63,000
---	-----------------	------------------	------------------	-----------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

1. 250 students scored below mastery on Spring LEAP2025 and were provided remediation during the 2021-2022 academic year.
2. One student scored mastery and 33 students scored basic on the Spring LEAP 2025 Assessment during the 2021-2022 academic year.
3. 339 Richland Parish students in grades 9-12 who scored unsatisfactory on the LEAP 2025 assessments are receiving remediation through the Edgenuity platform and/or RTI with a certified teacher to improve LEAP 2025 scores. Those students are targeted to ensure they will meet graduation requirements.
4. 135 students met graduation requirements and 101 scored approaching basic.

English I showed 26.78% scored mastery and above

English II showed 21.6% scored mastery and above

We have certified English teachers at all three high schools.

5-6. Richland Parish will partner with Career Compass and Trio from ULM to provide individual graduation planning services for grades 8th-12th during the 2022-2023 academic school year. The services will include collaboration meetings with a trained Career Coaches and school counselors, small group mentoring, college and career awareness seminars, customized activities for students including Jump Start Information and awareness, and reporting for schools. Career Compass and Trio will be responsible for providing progress monitoring for each school and district. A detailed end of year summary report and student data will be shared at the end of the academic school year. These results will drive the objectives for the beginning of the incoming school year. The district high school instructional coach works closely with the assessment and accountability and vocational supervisors to ensure all students have an individual graduation plan in place. The district high school instructional coach meets weekly with individual guidance counselors, and monthly during district PLCs as a group to monitor progress toward graduation path. This progress includes analysis of ACT and WorkKeys completion at each school. Currently, Richland Parish has 3 trained ACT certified educators who will conduct boot camps at all 3 high schools with a focus on university path students in 11th and 12th grades. To measure our progress aligned to our needs assessment, classroom observations will continue to be conducted and analyzed in September, October, March, and April to ensure the following:

- the number of students always engaged in grade level work continues to increase
- teachers continue to use curriculum embedded assessments to monitor student understanding
- numbers of students meeting the expectations of the assignments and standards in ELA, math, science, and social studies will improve by engaging in routine cycles of development that include analysis of student work samples

In order to ensure successful completion of student IGPs, ESSER budget reflects the following:

- fees for ACT exams
- training for CTE teachers
- computers provided for virtual and hybrid CTE courses
- supplies for CTE focused coursework

Richland Parish Schools will prioritize, recruit, and remediate students in grades ninth through twelfth who failed to achieve mastery on LEAP 2025 during the 2022-2023 school year to ensure increased graduation rate.

ESSER budget reflects the following funding:

- Chromebook devices with windows 10 to ensure virtual CTE students have connectivity and support to learn virtually
- Desktop computers for 3 high schools to support BCA, IBCA, and Adobe CTE courses
- ACT and WorkKeys online subscription curriculum. Unlimited access per school \$2000 per school x 3 schools
- Dual enrollment course fees for 3 high schools
- After-school tutoring (remediation)

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**.

Richland Parish has prioritized targeted learning support, tutoring and summer learning to assist our students with acceleration and addressing learning loss. The budget reflects a key investment in targeted learning support. This area, as detailed above, allows our teachers to participate on job-embedded professional development, which should result in student achievement. Summer learning is another key investment reflected in our budget. In addition to addressing student learning loss, our ELA and Math educators receive professional development while students are experience enrichment time. This professional development provides opportunities for teachers to rehearse lesson, analyze student data, and plan targeted lessons to accelerate student learning.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$5,386,596

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$359,755	ESSER III	\$30,000
--	-----------------	------------------	------------------	-----------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

All educators were provided professional learning opportunities on teacher collaboration (common planning/ PLC/ clusters) during the 2021-2022 academic year made possible by established district structures and routines. To better understand our district plan of support see our [2021-2022 academic priorities](#) and our [yearly calendar](#). In addition to the yearly calendar that allows for collaborative planning time and sets clear expectations, our LDOE school improvement support specialist plugged in with additional support for CIR/UIR-A school-level learning walks in between district level monthly expectations. Lead Richland (i.e., principals, assistant principals, and district supervisors around 35 educators) received support focused on clarifying roles and responsibilities of ILT's aligned to district/school priorities (Weekly supervisor support and monthly Lead Richland PLCs). ILT meet routinely to consistently use ILT meetings to discuss instructional trends and norms on best practices to ensure strong engagement of cycles of developments (ILT's meet at minimum bi-monthly for meetings, monthly Learning walks, bi-monthly school level learning walks, and lead bi-monthly school level PLC's). TNTP support were focused on growing the middle leaders through a coaching support model monthly. [Monthly Learning walk data](#), student outcomes data, and [staff surveys](#) was used to understand and evaluate the effectiveness of the professional learning activities implemented in 2021-2022. Monthly Learning walk data helped drive differentiated teacher collaboration needs at each school. Student outcome data is both formative and ongoing, high quality data tools as well as teacher-made tests and checklists enable teachers to engage in student work analysis that can be used to drive RTI and provide acceleration opportunities that are differentiated to address learning loss during routine teacher collaboration opportunities. Based on the data released from the DOE's 2022-2023 Academic Recovery and Acceleration Plan, Richland Parish Eighth Graders scoring mastery and above on the LEAP 2025 test are exceeding pre-COVID percentages in all areas except Social Studies. Sadly, data supports that our younger students were the greatest impacted by learning loss due to COVID with 50% less third grade students scoring at Mastery and above on LEA than in 2019. This trend seems to permeate all subgroups at the third grade level. This further validated the continued need for our district literacy coaches to continue you the good work started in that area with the implementation of DIBELS testing across all school and utilizing MCLASS to formalize and drive RTI cycles that ILTs are monitoring closely to drive individual school level extra student support. At the high school levels across tested grades on LEAP 2025, the percent of Richland Parish students performing at proficient and above in English I, English II, and U.S. History are near pre-pandemic levels. In the other areas a greater percentage are scoring at proficiency in Algebra I, but Geometry is showing a 11% decline and Biology a 7% decrease in percentage at proficiency. Staff survey confirmed that we still have more work to be done in having consistent high expectations for all students and the importance of ILT teams and their routine access to data needed to drive instructional needs of their school. District leadership met to triangulate data and refined goals and structures with support of our TNTP partners where [2022-2023 academic priorities](#) were created and the [yearly calendar](#) was developed. Moving from a four and one (i.e., 4 days face-to-face instruction and one day virtual instruction) instructional week back to a traditional five day instructional week created a sense of urgency for schools ILT's to create and develop a plan to sustain school-level systems and structures that would work with each unique context to ensure academic priorities are met and the yearly calendar is executed. Fifty-nine educators were provided our first ever in-district two-day conference for instructional leadership teams (ILTs) in July of 2022 to roll-out goals and priorities and create individualized action learning plans to ensure priorities are met and the yearly calendar is followed. To gain a better understanding our

Framework for Effective Instruction (FEI) conference agenda is available [here](#). Richland has identified 6 schools who will receive additional assistance in implementing LDOE’s School Improvement Best Practices by participating in School System Support Institutes. Delhi Elementary, Delhi Middle, and Rayville Elementary are attending the Pedagogy of Potential sessions for the SSI. Mangham Junior High chose to attend the Teacher Collaboration sessions. Holly Ridge Elementary will attend the Observation and Feedback sessions. Rayville Junior High and two supervisors to represent the central office will attend Instructional Leadership Team sessions. We believe there is also a need for additional time for cross-school collaboration for teachers especially with the loss of our virtual Fridays where we have been able to have district PLCs by content areas. Many of our schools only have one teacher housed in their content area in their school, and the last two years district PLCs have been so valuable. This year in addition to the district-wide staff development days, we have plans to launch content specific office hours at minimum quarterly to assist in extra time needed for unit unpacking for ELA, Math and Science to be facilitated by our certified content leaders across the district. Richland believes that our targeted focus on building capacity for ILT’s and maintaining regular access to high-quality teacher collaboration structures at the school and district level the district will continue to make incremental growth in student outcomes that exceed those that were identified for the 2021-2022 school year.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$151,960
--	-----------------	------------	------------------	------------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

In the 2021-2022 academic year, the following educators were provided the following literacy professional learning opportunities:

- 100% of our K-3 teachers participated in the foundational literacy course, with half of it given as district wide professional development
- 72% of our K-2 teachers are currently working to complete the course
- 100% of our 4th-8th grade ELA teachers also participated in professional development based on the science of reading and foundational skills as well
- 100% principals of elementary and junior high schools participated in the district foundations of literacy professional development and are working toward completing the course.

Five educators completed professional learning to become literacy content leaders and/or literacy coaches in the 2021-2022 school year. No new educators were identified to complete professional development for k-2 literacy content leader for the 2022-2023 school year. This decision was made because there was no clear guidance on what vendor will be used for demonstration of learning requirements needed for certification. Two educators are continuing to work as full time literacy coaches for the 2022-2023 school year, serving our CIR and UIR schools.

We provided several professional learning activities that resulted in improved student outcomes including our district wide foundations of literacy professional development in which teachers learned how to use data to determine students in need of intervention as well as how to identify what interventions they needed based on the science of reading and the quadrants of literacy.

The data used to understand and evaluate the effectiveness of the professional learning activities implemented in 2021-2022 include end of year student outcome data and DIBELS data. Sadly, LEAP 2023 supports that our younger students were the greatest impacted by learning loss due to COVID with 50% less third grade students scoring at Mastery and above on LEAP 2025 than in 2019. This trend seems to permeate all subgroups at the third grade level. At the beginning of the 2021-2022 school year, 67% of K-2 students were in need of intervention based on DIBELS data. At the end of the year, 32%

of kindergarten students, 61% of first grade students, and 63% of second grade students scored below benchmark on the district literacy screener, which indicates that students continue to struggle with foundational skills.

Science of reading is the evidence-based strategy that will continue for the 2022-2023 school year to inform our intervention groups indicated by our DIBELS screeners.

The following evidence-based strategies will start in the 2022-2023 school year:

- In the summer of 2022, 75% of our elementary and junior high schools purchased DIBELS 8 and Amplify’s mClass program to be used as our literacy screener and our reading intervention program based on the science of reading in the 2022-2023 school year. The lack of consistent district wide-data was a need identified in the 2021-2022 school year.
 - In July 2022, our K-8th grade teachers at 75% of our elementary and junior high schools were trained on DIBELS 8 and mClass interventions.
- We are using DIBELS scores and LEAP 2025 scores to determine our students’ needs.
 - This year our beginning of the year DIBELS data shows the percentages of students scoring below benchmark:
 - 77% of kindergartners
 - 78% % of first graders
 - 72% of second graders
 - 66% of 3rd graders

The system will provide support(s) to schools and educators who may be in need of additional assistance in implementing literacy professional learning opportunities including putting literacy coaches are in place at our UIR and CIR schools to help with implementing tier 1 curriculum, analyzing literacy data, providing feedback toward better practices, providing at home activities to help parents develop skills to help students’ learning at home, partnering with community stakeholders to influence literacy across the district, and monitoring classroom interventions.

Richland believes evidence-based strategies that are continued and started in the 2022-2023 school, we anticipate growth for EOY student outcomes data for third graders and for the gap for fourth graders in all subgroups to be improved. We also expect to see an overall improvement in DIBELS data across the district to improve.

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.

Richland Parish has invested more funding in the area of school improvement best practices. Response criteria addressed in narrative above. The literacy component is supported through additional funding sources such as the CLSD grant, Title I, and Title II.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$541,715

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$2,767,670	ESSER III	\$4,701,983
---------------------------------	----------	-------------	-----------	-------------

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning [COVID-19 Parent and Employee Resouces – Richland Parish School Board](#)

COVID-19 Vaccination policies for staff and students [COVID-19 Parent and Employee Resouces – Richland Parish School Board](#)

Masking policies for staff and students [COVID-19 Parent and Employee Resouces – Richland Parish School Board](#)

Physical distancing, cohorts, or learning pods [COVID-19 Parent and Employee Resouces – Richland Parish School Board](#)

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.

1. How does your system plan to address school safety as a whole? Each school has thermal metal detectors, updated emergency operations plans, Active shooter training (A.L.I.C.E) with the district administrators on Jul 19, 2022. Following this district training, the sheriff's department conducted trainings at each school. School level trainings occurred on August 19th and 20th at 8 of our 11 schools. On October 7, 2022, training will be conducted at the final 4 schools (Mangham Elementary, Mangham Junior High, Mangham High School, and Richland Career Center at Archibald. Technology dept. is currently setting up RAVE panic button for all schools and central office. RPSB approved 2022-2023 Ready to Achieve! School Operational guidelines. Through recent bond prop school renovations have included security doors to separate the school entry vestibule from the remaining school building. Video surveillance systems have been updated in schools.

2. How does your system plan to update emergency operations plans? Each school updated their emergency operation plans after completing the A.L.I.C.E. training from the Sheriff's Department. These plans are living documents and will be updated as needed. Plans are submitted to the Richland Parish School Board and local law enforcement agencies within 30 days from the beginning of the school year.

3. How does your system plan to engage with emergency preparedness personnel (i.e., local police or sheriff, fire officials, and/or parish/city emergency operations)? Partnership between RPSB and Richland Parish Sheriffs' Office and local law enforcement agencies. Richland Parish Sheriff serves on the Community Engagement Advisory Panel. Panel members include but are not limited to parish sheriff, mayors, chiefs of police, director of homeland security and emergency preparedness, maintenance and transportation supervisor, superintendent, central office supervisors, school board members, and community members. This panel meets bi-monthly July through March. The emergency operations plans are shared with the Richland Parish Sheriff's Department. The Richland Parish Sheriff shared the response plan with the community during th4. How does your system plan to address specific types of school threats, e.g, an incident of shooting at school, on a bus, or at a school-related event? School threats toward another student or employees result in a threat assessment issued by LPC or behavioral interventionists. Results of the threat assessment determine next steps which could result in discipline measures or mental health supports. RAVE panic button to contact 911 and alert needed personnel within geofence of active shooter. JCALL will be used to notify parents if needed. District conducts bus evacuation drills 2 x a year to ensure safe bus exiting procedures.

5. How does your system plan to ensure that every student, educator, or school employee has access to a safe, and secure school environment? Preparedness plans, completion of state mandated trainings, fire, inclement weather, intruder, and active shooter drills. Security entry vestibule along with surveillance camera systems help ensure safe and secure schools for all stakeholders. Custodial staff monitors the school building and campus for workplace safety and cleanliness.

6. What strategies will your system employ to address internal and external threats to school safety? The sheriff's department in conjunction with the local police departments will increase patrols of all school campuses. ALICE training and drills will be used to train the faculty, staff, and students. Hear, see something, say something awareness. Weather is monitored by the transportation department, IT department, and in conjunction with the director of Homeland Security and Preparedness in order to make sound decisions regarding safety of school openings/closures. Roads are monitored by the parish police jury in threats of high water affecting safe travel of students and staff.

7. How will your system provide opportunities for students to speak up if they perceive a threat? All students are encouraged to "see or hear something, say something." Threat assessment tools are utilized and bullying investigations are conducted whenever a report is received. Students also participate in Social Emotional Programs such as Sanford Harmony, Panoramic, and Second Steps in order to reinforce appropriate behaviors and character building. Schools will also use existing student organizations to create student panels to discuss threats and other school related concerns.

8. How will your system assess the effectiveness of school emergency operations and safety plans? Submission of supporting documentation for completion of monthly drills including fire drills, inclement weather drills, and intruder drills. Active shooter drills will be scheduled once effective training has occurred at each school. Administrator workshop with an evaluation is held each year to review safety procedures prior to the beginning of the school year. Superintendent conducts leader site visits- safe and orderly school environment. Principal and Custodial Staff complete workplace safety forms monthly.

9. How does your system plan to provide counseling and support to students and educators in the event of a threat, school shooting, or other violent incident in the school community? Provide mental health services and supports training for district team. District will train teams to support students in PREPARE. P-prevent and prepare for crises R-Reaffirm physical health & welfare, and perceptions of safety & security E-evaluate psychological trauma risk P-provide interventions a-and R-Respond to mental health needs E-examine the effectiveness of crisis preparedness. PREPaRE teams are in place at each school in the

district. This team is trained on the appropriate reaction in the case of active shooters, invasions, weather and/or other catastrophic situations such as deaths, etc. that may affect an entire student body. PREPaRE trains school-employed mental health professionals and other educators on how to best fill the roles and responsibilities generated by their membership on school crisis response teams. PREPaRE is the only comprehensive, nationally available training curriculum developed by educators, for educators. Select central office staff have received grief-counseling training. School based health clinics through Richardson Medical Center and Delhi Community Hospital provide access to LPC for students and employees in the event of a threat, school shooting, or other violent incidents occurring in the community. Surrounding districts work together to provide additional counseling assistance if warranted.

Richland Parish is utilizing ESSER funds to assist with capital improvements of HVAC systems and roofs to assist with air quality improving overall health and reducing the spread of Covid-19..

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$7,469,653
---------------------------------------	---	--------------------

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	\$ 213,230.00
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$ 5,386,596.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$ 541,715.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$ 7,469,653.00
2022- 2023	Total Funding Commitment	\$ 13,611,194.00

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

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”.

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.