



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

Name of LEA	Paulding County School District		
Date of Submission	07/09/2021	Original Budget	<input checked="" type="checkbox"/>

APPLICATION CONTENTS

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

ASSURANCES

<input checked="" type="checkbox"/>	<p>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.</p> <p>The LEA assures that ARP ESSER funds will be used for their intended purposes, including:</p> <ul style="list-style-type: none"> • whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies, • how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions, • 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.
<input checked="" type="checkbox"/>	<p>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.</p> <p>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.</p>
<input checked="" type="checkbox"/>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>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.</p>

LEA OVERALL PRIORITIES

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

PRIORITIES	DATA SOURCE
Addressing student learning opportunity loss by focusing on literacy and math for all students, responding to the needs of students through small groups, and promoting student engagement in both virtual and in-person instruction	<ul style="list-style-type: none">Stakeholder Survey of Administrators indicated top two most critical issues in middle and high school where math intervention resources and personnel to support Tier 2 and 3 math intervention.Stakeholder Survey of Administrators indicated that additional support for implementation of RTI/MTSS at the elementary and secondary levels was in the top 3 most critical issues.Math Inventory Quantile Curt Scores indicate approximately 2500 middle and high school students need intervention or intensive intervention in math foundational skills.Math Inventory proficiency ratings for virtual students were inconsistent with in-person proficiency ratings.Staff Stakeholder Climate surveys from Spring 2021 recommended continued support for social emotional and mental health initiatives, specifically at the middle and high school level.88% of respondents on the Staff Climate survey for Spring indicated need to continue to support reduced class size models.
Provide access to educational content, including intervention programs, using digital curriculum and technology resources for both virtual and in-person instruction	<ul style="list-style-type: none">Support with virtual course buildout and digital resources for instruction within the learning management system received 73% Most critical/Critical rating for secondary schools.
Maintain continuity of services and meet requirements for newly required services, practices, and facility modifications	<ul style="list-style-type: none">Austerity cuts in state funding in the amount of \$7.1 million (4.2%) for FY22.

Learning Opportunity Loss Plan

Purpose


This template guides the 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**

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?	<ul style="list-style-type: none">• Enrollment and Attendance data• Georgia Milestones Assessment System, GAA, and ACCESS outcomes and participation• HMH Reading and Math Inventory results• Course Grades and Credits Acquired• Stakeholder Feedback and Survey Data, as available
Analyze data to identify strengths and challenges and determine outcomes.	Data analysis revealed the following: Attendance was a challenge during the 2020-2021 school year for two specific reasons: due to COVID-19 cases and quarantines and due to new opportunities in virtual learning. PCSD had a total of

2,224 positive cases among students and teachers through May 28th. Because each quarantine period is a minimum of 10 days, the district saw 2,186 students absent for consecutive days. In addition, there were many close contacts. For students who escaped quarantines and were present daily, they were still impacted potentially by teacher absences.

Enrollment in the district was down 963 students from projected enrollment. The majority of which were in Kindergarten and 1st grade. We anticipate these students returning for the 2021-2022 school year and must prepare to meet any lost learning which cannot yet be quantified.

PCSD offered students in-person learning and virtual learning. Fall Semester saw more than 9,304 students enrolled in virtual instruction. Students steadily returned to in-person learning throughout the semester, and 6,155 students remaining in virtual instruction second semester. To date, 1,800 students will remain in virtual during the 2021-2022 school year.

Despite efforts to encourage and engage students in instruction, we experienced a number of students who were enrolled in virtual instruction but never logged in or participated in coursework. Failure rates for high school students in virtual academy were 17.20% higher than their face-to-face peers.

In the Spring of 2021, District HMH Reading Inventory Lexile performance scores show a total of 66.8% reading proficiency at the respective grade levels. This is the highest proficiency level in the four years of administration. However, the percent growth from Fall to Winter and Fall to Spring is lowest from the four years as outlined in the chart below.


	Fall	Winter	Spring		F to W	F to S
FY18	45.6	54	61.2		15.4%	28.7%
FY19	48.7	58.2	65.5		18.5%	32.7%
FY20	52.8	59.1	NA		13.3%	NA
FY21	56.1	61.9	66.8		13.2%	24.4%

A review of Stakeholder Survey of Administrators indicates that additional support for implementation of RTI/MTSS at the elementary and secondary levels was in the top three most critical issues for the district. This is the critical support to ensure that all students needing intervention or intensive intervention are identified, implemented, and monitored.

Staff Stakeholder Climate surveys from Spring 2021 recommended continued support for social emotional and mental health initiatives, specifically at the middle and high school level.

	88% of respondents on the Staff Climate survey for Spring indicated need to continue to support reduced class size models.
What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss?	<ul style="list-style-type: none"> • Use of valid and reliable reading and math formative and diagnostic assessments to identify individual students' needs and abilities and to progress-monitor student learning • Providing needs based/differentiated in-school high-frequency tutoring through intervention programs including Read 180, Achieve 3000, System 44, iRead, DTM, online credit recovery periods. • Reducing class-size across all grade levels • Developing teacher-leaders who can provide ongoing, job-embedded support to their peers during collaborative planning and professional learning communities specifically in use of data to drive instructional decisions for student intervention • Implementing activities related to quality summer learning, intercession, and supplemental afterschool programs • Providing induction and retention support for educators through New Teacher Orientation, New Teacher Induction, and Mentoring • Providing social emotional, mental health services and supports and Pre-K and Community Supports in Literacy • Social Worker and Attendance Officers to monitor student participation in both virtual and in-person • Providing professional learning for teachers in engaging students in learning through high leverage practices, specifically in literacy and math
What data have you collected to know if current efforts have been successful?	<ul style="list-style-type: none"> • Attendance and participation rate data • Georgia Milestones Assessment System and GKIDS, GAA outcomes and participation • ACCESS 2.0 outcomes • PALS and PPVT results from PK • HMH Reading and Math Inventory results including iRead, Read 180 • Achieve 3000 results • DTM Unit Assessments • DIBELS/Acadience Reading results • Course Grades and Credits Acquired • Graduation Rate • Stakeholder Input/Feedback • Data has been reviewed specifically for year over year comparisons of typical growth vs growth during past 15 months of COVID Impact • In addition, data is being differentiated based on virtual versus in-person experiences
What data will you collect and analyze to identify ongoing needs?	<ul style="list-style-type: none"> • Attendance and participation rate data • Georgia Milestones Assessment System and GKIDS, GAA outcomes and participation


	<ul style="list-style-type: none"> • ACCESS 2.0 outcomes • PALS and PPVT results from PK • HMH Reading and Math Inventory results including iRead, Read 180 • Achieve 3000 results • DTM Unit Assessments • DIBELS/Acadience Reading results • Course Grades and Credits Acquired • Graduation Rate • Stakeholder Input/Feedback • Data has been reviewed specifically for year over year comparisons of typical growth vs growth during past 15 months of COVID Impact • In addition, data is being differentiated based on virtual versus in-person experiences
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<div>Selecting Interventions and Planning for Implementation</div> <div></div>	<div>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.</div> <div><ul style="list-style-type: none">• Consider all the evidence for needed improvements.• Research possible interventions• Determine if staff has the capacity to implement possible interventions.</div>	
<div>Guiding Questions</div>	<div>Responses</div>	
<div>What is the selected intervention(s)?</div>	<div>Class Size Reduction</div>	<div><input checked="" type="checkbox"/></div>
	<div>Extended School Day (before and after school)</div>	<div><input checked="" type="checkbox"/></div>
	<div>Extended School Year (adding days to the calendar)</div>	<div></div>
	<div>High Frequency Tutoring</div>	<div><input checked="" type="checkbox"/></div>
	<div>Summer Programming</div>	<div><input checked="" type="checkbox"/></div>
	<div>Virtual Learning</div>	<div><input checked="" type="checkbox"/></div>
	<div>Other: Expand improvement of instructional practice to ensure equity for all students</div>	<div><input checked="" type="checkbox"/></div>
	<div>Other: Continue to provide focused supports for the social/emotional needs of students, staff, and families to increase student engagement</div>	<div><input checked="" type="checkbox"/></div>
<div>Which regions/clusters/schools will implement each intervention selected?</div>	<div>Selected interventions will be implemented across the district in all 33 schools and two specialized programs – Paulding Virtual Academy and Paulding College and Career Academy.</div> <div>Reference Supplemental Chart A, page 15.</div>	

Which grades or grade bands will participate in each intervention selected?	<p>Selected interventions will be implemented in all grade bands K-12.</p> <p><i>Reference Supplemental Chart A, page 15.</i></p>
Which student subgroup(s) will participate in each intervention selected?	<p>Selected interventions will be implemented with all students, including low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p> <p><i>Reference Supplemental Chart A, page 15.</i></p>
What is the target student population(s) for each intervention selected?	<p>All students will be targeted with interventions that expand improvement of instructional practice to ensure equity.</p> <p>Students requiring Tier 2 and 3 supports will receive interventions that support learner needs through differentiation.</p> <p>All students will receive interventions that continue to build relationships to support the social/emotional needs of students, staff, and families and monitor attendance of students to encourage and improve engagement.</p> <p>All students will benefit from interventions that continue to reduce class-size.</p> <p>Students identified requiring additional learning time will receive opportunities to participate in extended day and year programs such as intercession, summer school, and before and after-school tutoring.</p> <p><i>Reference Supplemental Chart A, page 15.</i></p>
What is the proposed number of hours added to the school year?	<p>PCSD has a full 180-day student calendar. The school year will not be extended beyond the full calendar. Students will be offered extended year opportunities for additional learning time.</p> <p><i>Reference Supplemental Chart A, page 15.</i></p>
What training is required for staff, students, and parents for each intervention selected?	<p>Professional learning will be provided to school, grade level/team and individuals on evidenced-based practices for learning to be implemented in planning and instruction. Including topics such as interpretation of data to identify specific needs, differentiation as a preventative means for supporting learner needs and activities to address the social/emotional needs of students through increased student access to counseling services and strategies for relationship building, social/emotional support, and trauma-sensitive classrooms and poverty.</p> <p><i>Reference Supplemental Chart A, page 15.</i></p>
What resources (interventions, strategies, community partnerships) are required for effective implementation of each intervention selected?	<p>Implementation of selected interventions will require additional resources including:</p> <ul style="list-style-type: none"> • Instructional coaches to build teacher capacity. • Formative assessment programs • Instructional support programs, specifically in secondary math

	<ul style="list-style-type: none"> Professional development, including time and salary for delivery Personnel resources to implement additional programs Personnel resources to implement virtual options Personnel resources such as counseling staff, attendance officers, and family and community outreach to support engagement initiatives. Additional classroom and support teachers to support reduction in class size Additional technology and material resources for implementation of additional programs including math intervention, virtual and digital options, instructional interventions <p><i>Reference Supplemental Chart A, page 15.</i></p>
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<p>What is the formative assessment plan to evaluate student progress and impact for each intervention selected?</p>	<p>Perception data is gathered through various means. Parents, students, and teachers are surveyed through completion of questionnaires. Input and feedback is solicited through stakeholder groups throughout the year. School and district leaders collect and analyze walk through observational data.</p> <p>Professional learning communities facilitate instructional planning, data reviews of student performance and determination of action steps to address all learner needs.</p> <p>A wide array of formative and summative achievement data will be collected throughout the school year and analyzed at various points to identify trends and patterns and program and process strengths and challenges. This data is reviewed additional based on learning format (virtual vs in-person) as well as demographic characteristics such as race, economically disadvantaged, ESOL, SWD, etc.</p> <p><i>Reference Supplemental Chart A, page 15.</i></p>
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<p>Implement Plan</p> 	<p>Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.</p> <ul style="list-style-type: none"> 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).
<p>Timeline for Implementation</p>	
<p>What is the proposed timeline to implement each intervention selected?</p>	<p>Selected interventions will be implemented beginning with the start of school August 2021 and will continue throughout the next three years through May of 2024.</p>

<p>Examine Progress</p> 	<p>Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.</p> <ul style="list-style-type: none"> • 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.
<p>Outline for Evaluating Implementation and Impact</p>	
<p>How will you evaluate implementation fidelity and effectiveness on an on-going basis of each intervention selected by specific subgroups?</p> <p>(Subgroups: low-income students, students with disabilities, racial and ethnic minorities, migrant students, English Learners, students experiencing homelessness, children in foster care)</p>	<p>End of Grade and End of Course Milestones ELA assessment will increase annually in the combined Proficient and Distinguished Levels</p> <p>Subgroup student achievement on End of Grade and End of Course Milestones ELA and Math assessments will increase annually in the combined Proficient and Distinguished Levels</p> <p>Climate Survey Data will annually indicate increased agreement in key areas related to social, emotional well-being of staff and students</p> <p><i>Reference Supplemental Chart A, page 15.</i></p>

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.	4%
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.	24%
Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment	1%
Tracking student attendance and improving student engagement in distance education	1%

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.	4%
Activities to address the unique needs of at-risk populations	2%
Developing and implementing procedures and systems to improve the preparedness and response efforts	
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	
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.	2%
Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	1%
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.	32%
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.	
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement	
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. Please identify "other activities" Other activities-support for the Paulding Virtual Academy, Indirect cost, & program support for ESSER funds	28%
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, and/or targeted interventions
- ☒ 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 targeted 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 bonuses for retaining educators and support personnel
- ☐ cover costs of transportation operation
- ☐ 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

Distance/Remote Learning

- ☒ connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.)
- ☒ devices (laptops, tablets, etc.)
- ☒ instructional resources/tools
- ☒ hardware
- ☒ software, subscriptions, licenses
- ☒ assistive technology or adaptive equipment
- ☐ online learning platforms/learning management systems
- ☒ other distance/remote learning costs (please explain)

Instructional and support personnel to provide distance/remote learning; program and material expenditures (i.e., headphones, Elmos, etc).

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
- ☒ additional personnel costs ('hazard pay', hours, etc. -- unrelated to preparing and delivering school meals; see 'School Meals' below)
- ☐ equipment and supplies (gloves, masks, PPE, cleaning supplies, etc.)
- ☐ facilities/equipment (please explain)

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

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)

Substitute and stipend costs for delivery of professional development.

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	PCSD Reopening Plan 2021-2022 / Overview (paulding.k12.ga.us)	
The Plan Will Be Updated Within 6 Months	YES	NO
	Date: 01/09/2022	Plan is Updated to Current CDC Guidelines

Section B

The section below is explained to which extent 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 resources in the chart.

 <p>Safely Reopening Schools Resources Provided by the U.S. Department of Education</p>	
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.

The plan is available for review at [PCSD Reopening Plan 2021-2022 / Overview \(paulding.k12.ga.us\)](https://www.paulding.k12.ga.us/PCSD-Reopening-Plan-2021-2022-Overview).

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

Paulding County Schools began offering in-person learning for all students in August 2020. More information can be found concerning the health and safety mitigation practices in the *Return-to-School Summary* and *2020-2021 School Reopening Plan* at [PCSD Reopening Plan 2021-2022 / Overview \(paulding.k12.ga.us\)](https://www.paulding.k12.ga.us/PCSD-Reopening-Plan-2021-2022-Overview).

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

PCSD follows the guidance of local health officials when there is a positive case of COVID-19 identified at school and provides appropriate classroom communications to those impacted. Individual communications are made to "close contacts" of a person who has tested positive for the virus as defined by and in accordance with the Department of Public Health. Communications are consistent with applicable law and privacy policies, including the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

The PCSD Response Team, consisting of school nurses and school-and-district-level administrators dedicated to this task, monitors the number of positive cases and close contacts on a continual basis. Daily contacts are made to the District 4 Georgia Department of Public Health in accordance with O.C.G.A. § 31-12-2. Weekly, each school reports aggregate data to Georgia DPH concerning student enrollment and staff numbers, number of individuals on campus, positive cases, close contacts, and any clusters and outbreaks to DPH. Each Friday afternoon, data is posted publicly in the *Weekly Case Report* on the district website, www.paulding.k12.ga.us and identify location and sent to families in the weekly digital newsletter using the district communication messaging system.

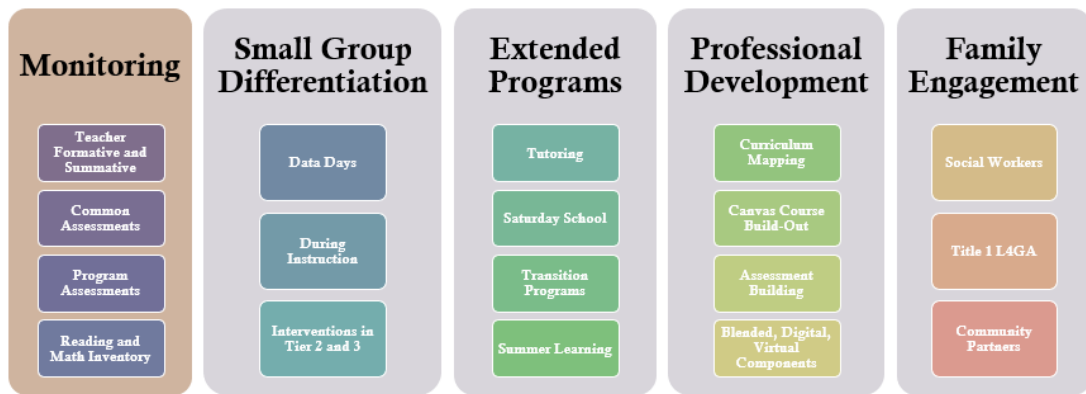
PCSD utilizes local health officials and Georgia DOE guidance when considering a change in learning scenarios, school closures and mitigation strategies. We maintain flexibility to implement strategies and adopt instructional models that best serve our students, teachers, staff, and community.



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

**Learning Opportunity Loss Plan
Supplemental Chart – Interventions for Learning Recovery**

PCSD STRATEGIES TO ADDRESS LEARNING RECOVERY



Initiatives supported with ESSER-III					
Intervention Option	Targeted Audience	Professional Development	Resources	Assessment Plan	Timeline for Implementation
Class Size Reduction	All schools all grade levels	None	Additional highly qualified teaching and support staff for PVA providing minimal impact on school staff	Monitor class size and teacher allotment comparisons year over year Impact on performance assessments including EOC, EOG, Formative Assessments including RI/MI	Initial implementation FY22

High Frequency Tutoring Evidence based Math Intervention program during needs based or differentiated instruction	Middle and high schools with targeted students	Professional Learning and Coaching on providing evidenced based practices that engage students in learning and implementation, as well as use of valid and reliable diagnostic assessments to id student' needs and progress monitoring	Additional intervention teachers at all middle and high schools Software and materials for math intervention program Coaching and training on software program	Program participation data Impact on performance assessments including program specific assessments, EOC, EOG, Formative Assessments including MI	FY22-FY24
High Frequency Tutoring Evidence based Reading programs during Tier 1 Instruction as well as Reading Interventions during needs based or differentiated instruction	All schools with targeted students	Professional Learning and Coaching on providing evidenced based practices that engage students in learning and implementation, as well as use of valid and reliable diagnostic assessments to id student' needs and progress monitoring	Additional coaches at select schools who are no longer funded by additional literacy grant Growth Measure Licenses to complement Reading Inventory as measure Reading Intervention Coordinator Professional learning contract and substitutes	Impact on performance assessments including program specific assessments, EOC, EOG, Formative Assessments including RI and Growth Measure	FY22-FY24
High Frequency Tutoring Evidence based differentiated math program during differentiated	Elementary schools with all students for enrichment and remediation	Professional Learning and Coaching on providing evidenced based practices that engage students in learning and	Materials and coaching/training to support implementation of program	Program participation data Impact on performance assessments including program	FY22-FY24

instruction period		implementation, as well as use of valid and reliable diagnostic assessments to identify student' needs and progress monitoring		specific assessments, EOC, EOG, Formative Assessments including MI	
Virtual Learning Provide instruction in online and face to face environments; as well as combined elements in both	All schools with all grade levels Paulding Virtual Academy specifically K-12	Professional learning on instructional strategies that engage students in learning through high leverage practices specifically through virtual instruction, utilizing KSU iTeach in a training and coaching model	Support staff at PVA including administrative Content Development and Third Party Online Tuition Infrastructure, hardware, and software, and instructional materials to support virtual and digital instruction including adaptive technology; online textbooks; program expenditures Contract parent and student tech support and Instructional training	Participation rates Credits achieved Impact on performance assessments including program specific assessments, EOC, EOG, Formative Assessments including RI/MI	FY22-FY24
Extended School Year Intercession, Before and After-School, and Summer Learning Opportunities	Selected students from all schools – hosted at targeted school locations Including students not	Planning of the program specific implementation and professional learning on implementing quality summer learning experiences and specific	Personnel and salary costs Transportation – salary and material costs	Participation rates Stakeholder feedback Impact on performance assessments including	Summer implementation beginning FY 22

	on track to meet graduation requirement and targeted students needing additional learning opportunities	instructional programs utilized (i.e., Achieve 3000, Plato)	Instructional support programs	program specific assessments, and formative assessments including RI/MI	
Other Implementation of Multi-Tiered System of Support	All schools with all students	Professional learning for all staff and MTSS staff on best practices and implementation procedures, as well as use of valid and reliable diagnostic assessments to id student' needs and progress monitoring	Additional MTSS Support personnel for training and implementation	Participation in Tiers Data Impact on performance assessments including program specific assessments, and formative assessments including RI/MI	FY22-FY24
Other Increasing student engagement and providing family engagement	All schools with all students	Professional learning on social emotional and mental health initiatives and best practices	Additional support staff specifically for digital learners including counseling, attendance officers, and SEL teacher on assignment Contract parent and student tech support	Perception, Climate, and Stakeholder feedback	FY22-FY24