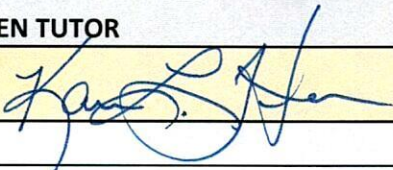


**2022-2023 Louisiana Comeback 2.0 Directions:** School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups 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 Avoyelles	LEA Code 005	Enter Grade levels served PK-12
Planning Contact (name) DEMETRIA ALEXANDER		
Planning Contact (title) SUPERVISOR OF FEDERAL PROGRAMS		
Planning Contact (email) dalexander@avoyellespsb.com		
Planning Contact (phone) (318)240-0236		
Fiscal Contact (name) MARY BONNETTE		
Fiscal Contact (title) DIRECTOR OF FINANCE		
Fiscal Contact (email) mbonnette@avoyellespsb.com		
Fiscal Contact (phone) (318)240-0239		
School System Leader Name KAREN TUTOR		
School System Leader Signature		Date 9/30/2022

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

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



## NEEDS ASSESSMENTS

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

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

**\$335,587**

**ESSER III**

**\$856,219**

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

According to the 2021-2022 data, the number of chronically absent students decreased by over 400 students. However, when running truancy reports Avoyelles Parish still had 1787 students who met truancy definitions defined by number of students with 5 or more unexcused absences or 5 or more unexcused tardies. To support student's education, Avoyelles Parish conducted more student and parent outreach and increased accountability for attendance. Previously due to COVID, Avoyelles saw a significant increase in attendance issues due to lack of knowledge on how to handle COVID. Last year attendance policies were revisited and became stricter due to an increase in attendance COVID related absences in 2020-2021. Less COVID related excuses were acceptable as opposed to 2020-2021 policies in a push to get students back in school as it was suspected COVID related excuses were being abused. Schools began to outreach more to return students to school. Students who were approved for virtual were returned to campus after a nine weeks if a student was failing on not meeting attendance standards. Students who missed three, seven, and 12 days of unexcused absence were identified. At this point parents were called and conferences are scheduled. Students were assigned to SEL lessons on the importance of attendance and scheduled for attendance recovery. The district attorney's office was also brought on board and offered assistance giving another opportunity to recover and in getting kids to school through trial intervention so that by adhering to attendance recovery policies and getting kids back in school regularly a court trial could be avoided. The DA office was integral in assisting by supporting the school system and promoting attendance with calls soon after receiving files. Also,

**Monday school** was implemented to assist kids in attendance recovery and remediation. To build upon and make a significant positive impact on student attendance rates we have begun additional attendance initiatives from the beginning this school year.

We have set goals for schools in three areas. First, Average Daily Attendance Rate for all schools is 95% or above. Twenty-five percent of fewer students will be truant defined as 5 or more unexcused absences or 5 or more unexcused tardies. Finally Twenty-Five Percent or fewer students will be chronically absent defined as any type of absence (excused, unexcused, or suspension). Improved attendance is being supported through a significant change in requirements of the Avoyelles PBIS Plans. All three goals are a part of the plans. Monthly schools receive reports from the district in these areas and meet in school Instructional Leadership Teams to address specific student's absences. Schools have attendance teams that do outreach daily of absent students. As a district, schools are awarded for meeting Average Daily Attendance on a monthly basis. Also, students who have Perfect Attendance, Exemplary Attendance, and Improved Attendance are being rewarded weekly and monthly. **ESSER is supporting these efforts and community outreach efforts in promoting attendance initiatives such as attendance yard signs as part of Tier I rewards for Perfect Attendance of students in a nine weeks as well as promotional materials of the tools Avoyelles Parish has for family communication such as Student Progress Center promotional materials and directions for parent's giving them real time data updates. As intervention, BASE lessons are assigned when students have trouble as well as Attendance Recovery Plans.** These tools and knowledge are being gained from monthly participation in CWA Calls and support of the LSU Attendance Alliance PD provided through the state department.

2022-2023 Key Investment: **Well-Being**

**ESSER II**

**\$0**

**ESSER III**

**\$133,004**

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



Avoyelles Parish has established **school-based mental health providers including nurses and social workers to ensure the well-being of the students**. A universal screener (SSRSS-IE) is administered multiple times in the school year to assess risk, need and guide the provision of services at the school-level. A great effort in parent-communication is in place regarding parent consent and communication of available services. Students have access to district-wide SEL curriculum and character building programs daily. The Avoyelles Parish School District is also a recipient of the Project AWARE grant. LA AWARE 2 is a collaborative effort of the Louisiana Department of Education, the Louisiana Department of Health- Office of Behavioral Health, the Community Project Managers the in the current AWARE-SEA grant and the LSU-Social Research and Evaluation Center AWARE Team. The purpose of LA AWARE 2 is to expand and enhance mental health services in the three partner school systems: Avoyelles, Natchitoches, and Tangipahoa. These three school systems were selected due to high percentages of schools identified as Urgent Intervention Required-Discipline as the result of their high percentages of out-of-school suspension that have been more than two times greater than the national average, specifically for student subgroups disproportionately impacted by exclusionary discipline practices. All three school systems are designated as rural districts and the percentages of students identified as economically disadvantaged exceed the state average. The three systems represent the northwest, central and eastern geographical regions of our state.

The foundation for La AWARE 2 is the incorporation of trauma informed practices in schools promote an understanding of the impact of current and past experiences on the school-aged youth's current behavior and mental health. This practice promotes positive, pro-active strategies to increase and enhance student engagement, which support the development of overall mental health. The LA AWARE 2 model is based on the multi-tiered system of support (MTSS) framework which promotes increasing awareness of mental health issues through education at the lowest level to providing more intensive direct services for school-aged youth at the highest level of need. The LA AWARE 2 will also use evidence-based Social-Emotional-Learning (SEL) curricula and data based decision making to provide a clear framework to address mental health and behavior issues while promoting a healthy school climate and culture. The goals of the LA AWARE 2 are: (1) Increase awareness of mental health issues impacting students and families through a comprehensive workforce development training plan to develop and support infrastructure development in the three partner school systems and participating schools; (2) Establish a network of mental health providers to increase student and family access to services in the school and community; (3) Increase the partner school systems and families' ability to identify students that may be experiencing mental health issues that are impacting their success and well-being in the school, home and community; (4) Ensure the three partner school systems are providing direct services to students with mental health needs and their families no later than January 30, 2022; and (5) Evaluate the overall impact of LA AWARE 2 through the implementation of the performance assessment and data collection process that includes all required components. The objectives to accomplish these goals in Avoyelles Parish include: the development and implementation of a comprehensive workforce development training plan at the state and local levels; promote increased collaboration between the local school systems and the mental health provider organizations; contracting with partner university to enhance and expand the data collection system and performance measurement system used in the current AWARE-SEA grant and provide assistance and training to the three partner school systems to ensure project goals are implemented with fidelity. During Year 1 (2021-2022) of the project, 1024 students requiring brief interventions and/or more intensive mental health services with an estimated increase of .25% (2022-2023) and annually for a total of 2048 students overall by 2026.

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**.

[Click or tap here to enter text.](#)

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

**\$1,324,810**



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

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

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

*All areas outlined in Act 294 should be addressed.*

2022-2023 Key Investment: <b>Targeted Learning Support</b>	ESSER II	178,615	ESSER III	\$157,401
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Literacy and Math intervention take place during the school day as well as in our summer program and Monday program focusing on students who scored below the mastery level. All IGP's will be developed with the assistance of Career Compass services(PERKINS FUNDED). We will continue to administer high quality assessments (from the tier I curriculum and **Case assessments**) and will use them to plan for instruction. Teachers and administrators will be provided PD and on-going coaching from representatives from **Amplify Reading and Curriculum Associates math and intervention**. Additional responsibilities include observation and feedback and individual teacher support. Students for the '22-'23 school year will be prioritized in grades 4-8 based on failure to achieve Mastery on statewide assessments in the previous school years and by reviewing formative assessments for the '22-'23 school year to determine those students that are still in need of further remediation, intervention and that are not on track to Mastery. We are using Mastery View assessments through **Instructure** for benchmark test. The results of the assessment will be monitored and instruction will be adjusted to address deficiencies indicated by the assessments.

2022-2023 Key Investment: <b>Before and After School Programs</b>	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

APSB is on a 4-day week calendar. APSB plans to implement the **Monday Program** to be offered weekly since the system is no longer implementing a Hybrid Schedule. Students with learning gaps will begin to participate academic engaging activities. In addition, during the Monday Program, APSB will run **Attendance and Credit Recovery** programs to the programs in addition to those already conducted at the individual high schools. This will afford students another opportunity to make up missed classes and/or recover grades. By policy, students on a 7 period schedule are eligible for Attendance Recovery participation and are allowed to recover credit for a maximum of 4 days per term. Both the weekly and nine week credit recovery programs will be provided during the Monday Program.

The following are general guidelines for both programs.

**CR1 (weekly credit recovery)**

- Can recover weekly failed tests in all subject areas. By definition, a failed test is a test with a score of a "D" or an "F"
- Tests must be recovered within 2 weeks of test administration
- No open-book test, skill test, verbal test, or Unit Assessment will be eligible for recovery. Class projects and papers are not eligible for recovery. Louisiana Virtual School and Dual Enrollment tests are not eligible for recovery.
- The recovered grade for the exam will be the grade made on the exam up to the lowest "C" (70%) for that particular course. (If a student would happen to make less on the recovered test, the original grade would stand.)



CR9 (nine-week credit recovery)

- Students must have a minimum of a “50%” average in the core course to be eligible for recovery. (It there are required assignments in the course, a minimum score of “50%” on the required assignments is also required.)
- A nine-weeks Assessment will be given to determine if a student can recover to a “D” average for the previous nine-weeks period.
- Louisiana Virtual School and Dual Enrollment courses are not eligible for CR9

Additionally, if 6th -12th grade students reach 7 unexcused days, the student will be assigned to a Truancy Class through each individual school’s Tier II/III PBIS Program utilizing the SEL program BASE Education. This course has been endorsed by the National Center for School Engagement Practices and takes students approximately 99 minutes to complete. This course will help students understand the importance of staying in school by exploring the challenges of truancy, discussing barriers to attending school, and examining personal pitfalls. It will also provide ways to overcome these challenges to return to the classroom and help them stay in school.

These programs are in addition to the Attendance Programs already offered through the district including parent communication, student/parent conferences, Tier II PBIS, Truancy Prevention Programs, and assistance from government officials and outside agencies such as the District Attorney, Sheriff, FINS officer, and Eckerd’s services.

2022-2023 Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$171,817	ESSER III	\$850,091
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment. The **summer program will be offered to all K-12 students** that attend our district schools. The program will be for 32 hours per week for 6 weeks of intense learning using **iReady** remediation piece, based on the level of the students. The teachers will address the students individual needs based on a pretest to identify the level and needs of the students. Teachers will address literacy and math based on student performance on pre-test and post-test (iReady mastery test)

2022-2023 Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

2022-2023 Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

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

Click or tap here to enter text.



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

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$0</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

**NIET** provided initial training on ILTs and teacher collaboration for eleven schools with a 3 to 5 person team from each. Additional support will be provided through on-going NIET coaching for those schools with labels (CIR-UIR). . Schools and educators in need of additional assistance will have biweekly visits from our LDOE Network Coach and district personnel (3 schools).

2022-2023 Key Investment: <b>Literacy Professional Development</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$0</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

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

Click or tap here to enter text.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>\$0</b>
<b>RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment</b>	<b>\$1,357,924</b>



## SCHOOL SAFETY & OPERATIONS ✓

### 2022-2023 Safe School Reopening

ESSER II

\$1,637,323

ESSER III

\$1,369,152

Provide the URL to the following LEA documents.

<https://4.files.edl.io/0210/07/22/20/203851-fb13c8b0-9344-441f-831b-a956e10dd976.pdf>

All information for the listings below can be found in the Avoyelles Learns Reopening Plan .

School Reopening Plan for In-Person Learning **Click or tap here to enter text.**

COVID-19 Vaccination policies for staff and students **Click or tap here to enter text.**

Masking policies for staff and students **Click or tap here to enter text.**

Physical distancing, cohorts, or learning pods **Click or tap here to enter text.**

*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.

The Avoyelles Parish School District and its stake holders take school safety at heart, knowing that our actions may save the lives of many. Acts of school violence have too often invaded campuses in innocent school children and faculty members killed, an aftermath of distraught lives, schools that will forever be remembered for the gun shots that rang across its campuses. These words permeate loudly, and the Avoyelles Parish School district has through the years taken steps to address school safety. These efforts, however, have intensified to address the changing landscape of school safety preparedness.

School Crisis Plans are an integral part of the district's effective school safety preparedness. All eleven of the Avoyelles Parish School District schools have individual Emergency Operations and Crisis Plans that are tailored to meet the specific needs of each school. These plans include staff responsibilities for all emergencies, school emergency team members, warnings and notification instructions, emergency telephone numbers, evacuation/relocation directions with accompanying maps, lock-down procedures, sheltering procedures, specific emergency procedures for school threats ranging for a wide array of campus emergencies, and school emergency binders with student demographics and class schedules. These plans are fluid, thus updated as needed since personal and responsibilities as well as campus layouts/classes change throughout the calendar year.



The district understands that these documents are only valuable when these plans are practices and refined, accessible to all needed parties, and coordinated with all emergency first responder agencies. Each school in the district meets together as a Crisis Team prior to the school year, discusses beginning of the year teacher in-services. Shortly after the school year begins, each school conducts lockdown drills in accordance to the school's crisis plan. These operations are reviewed for its effectiveness, and again, decisions are made as needed. These plans have been reviewed by law enforcement agencies and emergency preparedness officials. In addition, the Avoyelles Parish Sheriff's Office has conducted two active shooter drills at two of our campuses, and school resource officers are positioned full time at our 4 high schools in the district.

The district's efforts have intensified this school year through the design of our new superintendent and the efforts of our assistant superintendent. We are currently finalizing the implementation of the Rave Panic Button at all of our schools and office buildings, and we have begun the process of partnering with Crimestoppers, Inc. for its Safe Schools "Say It Here" Louisiana App. On September 20, 2022, The Avoyelles Parish School Board's Executive Committee unanimously approved the Memorandum of Understanding with Crimestoppers, Inc. These two technologies will greatly enhance the district's proactive measures in addressing school safety. In addition, the district has enrolled in the School Emergency Management Training Zoom courses sponsored by LSU NCBRT/ACE and the LDOE, with the first being "Surviving an Active Threat: Run, Hide, Fight." The district schools' crisis plans will be again revised to reflect this current school emergency response paradigm developed by the US Department of Homeland Security. These combined new initiatives are evidence that the Avoyelles Parish School District takes school safety to heart.

<b>SCHOOL SAFETY &amp; OPERATIONS</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$3,006,475</b>
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***Double Click to enter each Funding Commitment amount***

<b>Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.</b>		
<b>ATTENDANCE &amp; WELL-BEING</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$ 1,324,810.00</b>
<b>RECOVERY AND ACCELERATION</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$ 1,357,924.00</b>
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$ -</b>
<b>SCHOOL SAFETY &amp; OPERATIONS</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$ 3,006,475.00</b>
<b>2022- 2023</b>	<b>Total Funding Commitment</b>	<b>\$ 5,689,209.00</b>



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 4<sup>th</sup> – 8<sup>th</sup> data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.



LEA 2022 - 2023 ARAP Status

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

Reviewer    Click or tap here to enter text.  
Initials

Date        Click or tap to enter a date.