

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund
(ARP ESSER)
LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)**

District Information

District Name	Jacksonville North Pulaski School District
District LEA#	6000400
City	Jacksonville, AR
Superintendent Name	Jeremy Owoh, EdD
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://tinyurl.com/2ae3p498
Date posted	August 13, 2021

Directions: The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

- 1. Creating Safe and Healthy Learning Environments:** Determine if ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	Actions or systems implemented to prevent, prepare for, and respond to COVID-19. Meeting the nutritional needs of underserved students.	\$37,606.08

		<p>Supporting student mental health needs.</p> <p>Locating absent students and reengaging disconnected youth.</p> <p>Providing safe and inclusive learning environments.</p> <p>Providing healthy learning environments.</p>	
196, 197	Facilities	School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.	\$208,279.84
198	Transportation	Transportation costs to reduce the spread of COVID-19.	\$2,251,580.36

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will use the funds it reserves under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instructional time through the implementation of **evidence-based interventions**. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidence based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

ARP ESSER total allocation \$12,205,625.80 minimum 20% set-aside \$2,441,125.16.

Program Code	Evidence-based interventions	Description	Projected Amount
170, 180, 184	Accelerating learning through instructional approaches.	In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials	\$2,052,062.68
170, 180, 182, 184	Accelerating learning through instructional approaches.	Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).	
170, 180, 182, 184	Accelerating learning through instructional approaches.	Out-of-school time programs: Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3).	
170, 180, 184	Accelerating learning through instructional approaches.	Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3).	
170, 180	Supporting equitable access and effective use of technology	Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).	
180, 181, 182	Using data about students' opportunity to learning to help target resources and support	Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3).	\$20,827.98
170, 180, 182, 183, 184, 185	Addressing resource inequities	Ensure students have equitable access to a well-rounded education. (based on subgroup data) (effect size 1.29, Tier 3) -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators	\$664,181.27

180, 182	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3)	\$144,638.78
170, 180, 182, 183, 184, 185	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	\$3,338,462.05

2.A. Process for Monitoring Implementation: Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:

Jacksonville North Pulaski School District has developed ESSER Fidelity Protocols. The JNPSD ESSER Fidelity Protocols comprise an ongoing system for reviewing, approving, monitoring, and evaluating CRRSA/ARP expenses. The JNPSD ESSER Fidelity Protocols are overseen by the JNPSD ESSER Committee.

Principals and department directors engage in planning and problem solving with their campuses and departments. Furthermore, they engage with members of the JNPSD Return to Learn Committee. Principals engage with their respective campus instructional leadership teams and the district leadership team. These interactions and the associated problem-solving processes furnish leadership with the knowledge of critical needs related to Covid 19. Equipped with this information, principals and directors request funds to address local and district-wide needs.

ARP Fund Requests are submitted digitally to the JNPSD ESSER Committee. Submissions must include; the relationship of the request to Covid-19; why the purchase, personnel, or program is necessary; the metrics used to measure impact; evidence of reasonableness; and quotes. The committee reviews each submission weekly. The committee provides feedback, requests additional information, approves the request, or modifies the request. This process ensures that all purchases are allowable, appropriate, and optimal use of resources.

The JNPSD ESSER Fidelity Protocols engages all instructional and support departments in the planning, monitoring, and evaluation of all expenses. The JNPSD ESSER Fidelity

Protocols ensure that ARP-funded projects are naturally woven into the efforts of the JNPSD improvement plans and the JNPSD Ready for Learning Plan. The committee members collectively oversee all departments and schools. The submitters provide direct engagement with every staff and scholar. This process creates a network of collaborative problem-solving.

The interconnected JNPSD ESSER Fidelity Protocols ensure direct and global processes for monitoring and evaluating each ARP expense. Each purchase and program is distinct and requires unique processes for monitoring and evaluation. The submitter is required to identify the metrics that will be used to monitor and evaluate the requested expenditures. The committee members in their individual roles provide monitoring and evaluation of each approved program. The committee as a whole routinely reviews and evaluates each program.

The JNPSD ESSER Fidelity Protocols ensure that ARP-funded projects are naturally woven into the efforts of the JNPSD improvement plans and The JNPSD Ready for Learning Plan. JNPSD engages in an ongoing improvement process. The improvement process includes routine reviews of programs and efforts designed to improve scholar outcomes. By connecting the ARP-funded projects to the existing monitoring and evaluation processes, we ensure that each individual project is seen as a component of our comprehensive improvement efforts.

The JNPSD ESSER Committee is looking at CRRSA and ARP Funds collectively. The ARP funds expire June 30, 2024. The ESSER Committee has charted a plan for ensuring that the ESSER funds are utilized incrementally through the 2023-2024 school-year. This proactive plan ensures that JNPSD has the resources necessary in the event that the pandemic extends beyond the 21-22 school year.

2.B. Process for Evaluating Implementation: Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation:

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CRRSA and ARP SPENDING PLAN			
	ESSER II	ESSER III	Year Total
2021-2022	\$ 5,428,751.20	\$ 449,374.47	\$ 5,878,125.67
2022-2023	\$ -	\$ 5,878,125.67	\$ 5,878,125.67
2023-2024	\$ -	\$ 5,878,125.67	\$ 5,878,125.67
Fund Total	\$ 5,428,751.20	\$ 12,205,625.80	\$ 17,634,377.00

3. **Supporting Educator and Staff Stability and Well-Being:** Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.	\$49,177.18
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	\$3,438,809.56
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	

Jeremy S. Owoh 	8/13/2021
SUPERINTENDENT NAME (printed) and SIGNATURE	DATE