



Newton County School System

PLAN FOR RETURN TO IN-PERSON INSTRUCTION FOR THE 2021-2022 SCHOOL YEAR



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Introduction

We are excited to welcome students to school on August 2, 2021 for the first day of school! Although the transmission of COVID-19 in our community is very low, we are required to update and share our NCSS Return to School plan. The plan is designed

Vision: Students will be well-rounded and prepared for the future

Mission: Educational excellence for all students

to explain the prevention and mitigation strategies that may continue into the 2021-2022 school year. As it stands, the Newton County School System does not have a mask mandate, but does *recommend* the wearing of a mask. We all understand how uncomfortable masks can be, but we also recognize their importance in a multi-layered approach to reducing the spread of viruses. Our plan anticipates a worst case scenario and outlines how we will respond in the event that we experience elevated community transmission of COVID-19.

Our NCSS Return to School plan is comprehensive, systematic, and multi-faceted. At its core is the safety and health of students and staff. The plan includes specific information regarding maintaining student and staff health and safety and how to ensure continuity of services for academic and *social*-emotional needs as well as how it will meet the Centers for Disease Control and Prevention (CDC) guidance to the greatest extent practicable. In an effort to ensure our schools remain open for the entire school year, we plan to continue implementing mitigation strategies as necessary. After a year of managing the processes and procedures, many of the protocols have become second nature to our students and staff.

One of the school system's core beliefs is that respectful partnerships among students, staff, parents, and the community are integral to student success. As such, the school system will gather input from all stakeholders through a public comment process.

We hope this document helpful as you make plans for your student to return to school for the start of the 2021-2022 school year. With this plan in place, our objective is to ensure a healthy and safe learning environment for our students and staff. As our students and staff have shown, by implementing prevention techniques we can make a difference and reduce/eliminate the spread of COVID-19 in our schools.

Finally, we encourage all staff, families, and students who are eligible to get a COVID-19 vaccination in preparation for the start of the 2021-2022 school year. By working together, we can ensure a safe haven for our students and staff during the next school year.

Student and staff health and safety is addressed in the section of the document entitled *Layers of Safety: Mitigation Strategies*. The academic and social-emotional needs of students are addressed in the final two sections.

We are looking forward to the 2021-2022 school year and thank you for your continued support.

Layers of Safety: Mitigation Strategies

An essential goal for the school system is to reduce or eliminate in-school transmission of COVID-19 for in-person instruction and operations. As such, the school system will continue utilizing a multi-layered approach to mitigating the risk of exposure to COVID-19. Each strategy in the plan decreases the risk of exposure and the measures are consistent with the recommendations made by the Centers for Disease Control and Prevention (CDC), the Georgia Department of Public Health and other health organizations. The CDC has

shared it is critical that schools utilize layered prevention strategies. The first five key strategies in the layered approach are identified by the CDC as essential to an effective mitigation plan. Collectively, the general measures, five key strategies, and five supplemental strategies represent a clear and systemic plan that will mitigate the transmission of COVID-19 in schools and can be effectively communicated to students, parents, guardians, and school system staff.

General Measures

Key Strategy 1: Face Coverings

Key Strategy 2: Physical Distancing

Key Strategy 3: Handwashing and Respiratory Etiquette

Key Strategy 4: Cleaning and Maintaining Healthy Facilities

Key Strategy 5: Contact Tracing, Isolation, and Quarantine

Supplemental Strategy 1: Check for Signs, Symptoms and Exposures

Supplemental Strategy 2: Vaccinations

Supplemental Strategy 3: Covid-19 Testing

Supplemental Strategy 4: Train Staff and Educate Families

Supplemental Strategy 5: Maintain Healthy Operations

General Measures

To keep schools open and students and staff safe, the school system will monitor and continue to communicate with local, state, and national health organizations to determine disease levels and appropriate control measures for the community. The school system will also regularly review the guidance provided by organizations such as the CDC, Georgia Department of Public Health (DPH), United States Department of Education, Georgia Department of Education, and GNR Health and other agencies. The information garnered through these communications and monitoring processes will ensure the school system remains responsive to the pandemic and associated guidance always with the goal to keep students and staff safe, but also to keep our schools open.

The K-12 Operational Strategy for K-12 Schools through Phased Prevention¹ and ED COVID-19 Handbook: Strategies for Safely Reopening Elementary and Secondary Schools² offers the following recommendations about thresholds of community transmission and the associated actions schools should take to operate safely:

The CDC identifies four categories of community transmission of COVID-19 – low (blue), moderate (yellow), substantial (orange), or high (red) — based on two metrics: (1) total new cases per 100,000 persons in the past 7 days and (2) percentage of positive diagnostic and screening viral tests that are nucleic acid amplification tests (NAATs),

including reverse 4 transcription polymerase chain reaction (RT-PCR) tests. School and district leaders can refer to the CDC COVID-19 Data Tracker for county-level data. CDC’s operational strategy then advises on how to use the thresholds determined by these metrics as a first step in planning to implement prevention strategies in elementary, middle, and high school level learning:

- **No presence of COVID-19:** K-12 schools may continue mitigation strategies that are practical; however, mitigation strategies, other than day-to-day cleaning and regular hand-washing and sanitizing, are not essential to the operation of K-12 schools.
- **At low (blue) levels:** K-12 schools open for in-person learning if they strictly implement the previously listed five key prevention strategies, including masking and physical distancing of 3 feet or more. Sports and extracurricular activities can occur with physical distancing of 6 feet or more to the greatest extent possible. See the section below on “Safety Considerations Related to Extracurricular Activities and Athletics Programs” for more information.
- **At moderate (yellow) levels:** K-12 schools open for in-person learning if they strictly implement the previously listed five key prevention strategies, including masking and physical distancing of 3 feet or more. Sports and extracurricular activities should only occur in person if physical distancing of 6 feet or more can be maintained. See the section below on “Safety Considerations Related to Extracurricular Activities and Athletics Programs” for more information.
- **At substantial (orange) levels:** K-12 schools open for in-person learning if they strictly implement the previously listed five key prevention strategies, including masking and physical distancing of 3 feet or more. Cohorting is recommended when possible. (For more information on “cohorting,” see the “Cohorting/Podding and Staffing Considerations for Physical Distancing” section below.) Sports and extracurricular activities should occur only if they can be held outdoors with physical distancing of 6 feet or more. See the section below on “Safety Considerations Related to Extracurricular Activities and Athletics Programs” for more information.
- **At high (red) levels:**
 - Elementary schools open for in-person learning with strict adherence to prevention strategies, including masking. Physical distancing of 3 feet or more should be required. Cohorting is recommended when possible.

- Middle and high schools that can use cohorting can operate in person with 3 feet or more of distance with strict adherence to all prevention strategies (including masking). Schools that cannot use cohorting should ensure 6 feet of distance between students in classrooms and continue to use 6 feet of distance between students outside classrooms and throughout the school, as previously recommended.
- K-12 sports and extracurricular activities should occur only if they can be held outdoors with 6 feet or more of physical distancing. CDC recommends that indoor athletics be postponed or conducted virtually.

Prevention Strategies by Level of Community Transmission			
Low Transmission Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Elementary Schools Physical distancing: at least 3 feet between students in classrooms		Elementary Schools Physical distancing: at least 3 feet of distance between students in classrooms Cohorting recommended when possible	
Middle and High Schools Physical distancing: at least 3 feet between students in classrooms		Middle and High Schools Physical distancing: at least 3 feet of distance between students in classrooms Cohorting recommended when possible	Middle and High Schools Schools that can use cohorting: at least 3 feet of distance Schools that cannot use cohorting: at least 6 feet distance between students in classrooms
Sports and extracurricular activities Sports and extracurricular activities occur with at least 6 feet of physical distance to the greatest extent possible	Sports and extracurricular activities Sports and extracurricular activities occur with at least 6 feet of physical distance required	Sports and extracurricular activities Sports and extracurricular activities occur only if they can be held outdoors, with more than 6 feet of physical distancing	

Despite careful planning and consistent implementation of prevention strategies, some situations may lead school officials to consider temporarily closing schools or parts of a school (such as a class, cohort, or grade level) to in-person instruction, in consultation with the local health department. These decisions will be made based on careful consideration of a variety of factors and with the emphasis on ensuring the health, safety and wellness of students, their families, teachers, and staff. In such cases, the school system will make efforts to provide continuity of instruction through synchronous remote learning or at-home activities.¹

In addition to these general measures described in the preceding, the school system will utilize the following key strategies and supplemental strategies as part of a layered approach for mitigation.

Key Strategy 1: Face Coverings

Masks are a simple barrier to help prevent the spread of respiratory droplets. Respiratory droplets travel into the air when you cough, sneeze, talk, shout, or sing. Currently, the school system **does not have a mask mandate**, *but does recommend wearing a mask*. The school system will monitor the school guidance provided by the CDC and DPH as it relates to the use of face coverings (masks). The school system understands the use of face coverings decreases the risk of transmission within the school setting.¹

Key Strategy 2: Physical Distancing

The CDC has identified physical distancing as one of the primary means of avoiding exposure to the virus and slowing the spread of COVID-19.¹ Physical distancing refers to strategically applied interventions that increase the space between people and decrease the frequency of close contact interactions to avoid spreading the virus. Physical distancing strategies are included in the following:

Arrivals and Departures

- Maximize space between students and the driver on school buses.
- Minimize contact between students, staff, families and the community at the beginning and end of the school day.
- Designate routes for entry and exit. Put other protocols in place to limit direct contact between people as much as practicable.
- Ensure each school bus is equipped with extra unused face coverings for students who may have inadvertently failed to bring one.

Classroom Spaces

- Maximize space between seating and desks. Maintain a minimum of 3 feet between students as practicable.

Cafeteria, Band, and Chorus

- Maintain a minimum of 6 feet, as practicable, between students and staff in cafeterias as face coverings cannot be worn while eating. Keep students together in stable groups as much as possible.
- Maintain a minimum of 6 feet, as practicable, during activities when increased exhalation occurs (e.g. chorus, band, physical education). The use of outdoor space for these activities is encouraged. It may be essential that students involved in choral/band programs use specially designed masks that allow for participation in the programs with a significant reduction in respiratory droplets.

Meetings

- Eliminate or decrease nonessential in-person interaction among teachers and staff during meetings, lunches, and other situations that could lead to adult-to-adult transmission.¹

Visitors

- Limit any nonessential visitors, volunteers, and activities as necessary. Visitors will be required to follow mitigation protocols as established by the school district.

School Buses

- Physical distancing will be practiced as ridership allows. At the time of preparation of this plan, **masks are required by federal order on school buses and other forms of public transportation.**

Key Strategy 3: Handwashing and Respiratory Etiquette

Handwashing is one of the best ways to protect yourself from becoming ill.³ Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands.
- Prepare or eat food and drinks with unwashed hands.
- Touch contaminated surfaces or objects.
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects.³

The school system will promote frequent handwashing through the use of scheduled handwashing breaks integrated into their daily schedules as practicable. The school system will ensure an adequate supply of soap, paper towels, and hand sanitizer. Hand sanitizing stations will be strategically placed throughout each facility. Students, staff and families will be educated on ways to prevent contracting and spreading the virus such as covering coughs and sneezes with tissue or elbows, washing and sanitizing hands, avoiding touching faces and practicing physical distancing. These measures will be reinforced through the use of posted signs in classrooms, hallways, entrances and other high traffic areas throughout each facility.

Key Strategy 4: Cleaning and Maintaining Healthy Facilities

Cleaning, sanitizing, and disinfecting are part of a broad approach to preventing communicable diseases in schools. Effective cleaning and disinfection of frequently touched surfaces such as desks, doorknobs, light switches, faucet handles, handrails, tables, countertops, and telephones using EPA approved cleaners will significantly decrease the risk of transmission.

Facilities

Schools and other facilities will be cleaned daily and high touch surfaces sanitized multiple times throughout the day. Cleaning protocols will be used in computer labs, media centers, and athletic facilities. The school system will continue to ensure that cleaning, disinfecting, and sanitization procedures align with CDC and DPH guidelines.

School Buses

School buses will be cleaned after morning and afternoon routes and windows will be opened as frequently as possible (weather permitting) to allow for additional ventilation and airflow to help mitigate the spread of COVID-19. Cleaning will focus on high touch surfaces such as seats, handrails, steering wheel, windows and other fixtures. Drivers will be responsible for wiping down the seats and handrails after every run. School buses will be equipped with hand sanitizer, disinfectant wipes, cleaners and disinfectant sprays, gloves and other appropriate PPE.

Playgrounds

Outdoor playgrounds and natural play areas need only routine maintenance. Students will wash or sanitize hands before and after using these spaces.

Drinking Water

Water fountains are temporarily disabled in all schools. Students may bring water from home or use bottle filling stations, which have been installed in all schools.

Ventilation

Heating and air conditioning systems are a critical component in providing safe and clean building environments. The design of each HVAC system includes the introduction of outside air into the building, as recommended by the CDC. We ensure this fresh air intake functionality through regular preventive maintenance activities. The school district will utilize ESSER III funds to upgrade and replace aging HVAC systems in a number of schools.

The CDC also recommends increased air filtration. Increased filtration means that the filter removes smaller particles from a building's recirculated air. Increasing the filter rating throughout the district from Minimum Efficiency Reporting Values (MERV) 10 to MERV 13 vastly reduced the number of airborne particles that pass through the filter, creating improved air quality within the buildings.⁴

Limit Use of Shared Items

Students and staff will be discouraged from sharing books, materials, supplies, or equipment.

Community Use of School Facilities

To maintain safe and controlled access to buildings and facilities, as well as to prioritize cleaning and disinfecting, community use of school buildings will be allowed; however, all mitigation strategies outlined in this plan must be followed unless otherwise specified.

Key Strategy 5: Contact Tracing, Isolation, and Quarantine

The CDC encourages employers to collaborate with health departments when investigating workplace exposures to infectious diseases, including COVID-19. Quick and coordinated actions, including case investigation and contact tracing, may lower the need for business closures to prevent the spread of the disease.⁴ While it is our hope that these processes will not be needed, the school system has developed a comprehensive and responsive contact tracing process. The process is orchestrated by a lead response team and supported by nurses at each school. The team works closely with GNR Health and the DPH.

If a student or staff member develops signs of COVID-19, he or she is immediately separated from others until they can leave. While waiting to leave, the individual will wear a surgical mask. The staff member or student's parent informs the school immediately if there is a positive test result for COVID-19. When a student, teacher, staff member, or visitor tests positive for COVID-19, the school system works in conjunction with the local health department regarding home quarantine or isolation requirements and close contact notification protocol. The school system will continue to work closely with GNR Health and DPH to determine necessary school closures.

Supplemental Strategy 1: Check for Signs, Symptoms, and Exposures

Health screenings and monitoring are essential components for limiting the spread of COVID-19 and ensuring that students and staff remain safe while in our facilities. An important part of keeping our students and staff safe is to actively communicate and require that students and staff members remain home if they are ill or experiencing symptoms of COVID-19. **Symptoms include fever, cough and shortness of breath, chills, muscle pain, headache, sore throat, and loss of taste or smell.**

Health screening guidelines correspond with CDC and DPH recommendations. These include temperature checks and self-assessment of symptoms for all students, staff, and visitors before entering school buildings or boarding school buses. Parents and guardians play a critical role in the screening of students by checking their children for symptoms of COVID-19 each morning before sending them to school. All students, visitors, and staff members must stay at home if they have symptoms, have tested positive, or had close contact with a person with COVID-19. Employees must assess themselves for symptoms each day before reporting to work. Individuals who develop symptoms while on campus will be isolated and sent home.

An essential component of our transportation plan involves the daily screening of students and staff for symptoms of COVID-19 before boarding the school bus. Parents will assess their children for fever and other symptoms each morning. School bus drivers and monitors will self-screen for symptoms each morning before reporting to work. Students and staff with fevers of 100.4 or greater, or exhibiting other signs of illness will not be allowed to ride the bus.



Supplemental Strategy 2: Vaccinations

Widespread vaccination is a critical tool to help stop the pandemic.⁶ As a form of prevention of the transmission of COVID-19, it is recommended all staff and eligible students be vaccinated. The school system made vaccinations available to staff in partnership with DPH and another provider on the first day that teachers and school staff became eligible, March 8, 2021. GNR Health provided vaccinations for staff beginning the week of March 8-12, 2021 at Springfield Baptist Church. Reagan Home Care Pharmacy administered vaccines March 12, 17, 19, and 24, 2021 at Porter Performing Arts Center on the campus of the Newton College and Career Academy. All needed second doses have also been made available. The school system will continue to monitor vaccination trends to determine the need to offer additional vaccination opportunities at school sites.

Supplemental Strategy 3: COVID-19 Testing

The school system works in conjunction with DPH to ensure staff and students have access to Covid-19 testing. The testing initiated by the school system includes symptomatic testing and response testing. Symptomatic testing is used for individuals with symptoms of COVID-19. Response testing is used to identify positive individuals once a case has been identified in a stable group.

Supplemental Strategy 4: Train Staff and Educate Families

The school system will provide training to staff and provide educational information to families.

Staff

School and system staff participate in a course designed to give an overview of the rise and nature of COVID-19. Topics covered include symptoms and risk factors; what you can do to help reduce your chances of becoming infected; and where to find reliable news and information about COVID-19.

Families

Information and updates to families and other stakeholders will be shared through multiple platforms including phone calls, emails, the school website, and social media outlets. Stakeholders will be able to quickly access relevant information such as school system updates, response or prevention measures, response to frequently asked questions, common preventative measures for families, links to external information sources such as the CDC and DPH. Targeted social media and communication campaigns will be used to further educate stakeholders on prevention strategies. Signage will also be placed in schools and other school system buildings to share information about how to reduce the spread of COVID-19.

Supplemental Strategy 5: Maintain Healthy Operations

The school system will provide other services and establish additional processes in an effort to mitigate the risk posed by COVID-19.

Nurses and Student Health Services

All schools in the district employ a full-time nurse on staff. The nurses in the schools assist with medication delivery, injury triage, and training, as well as other health-related needs. As it relates to COVID-19, school nurses will assist in screening individuals and designating an isolation area for persons who have exhibited initial symptoms. In the event that the school nurse is notified of confirmed COVID-19 cases, they will report these cases to the local health department and appropriate district personnel. Beginning in the 2021-2022 school year, the school district will utilize ESSER III funds to provide additional school nurses to support the return of in-person learners and contact tracing.

Athletics

The Georgia High School Association has provided guidance regarding return to sport activities for Georgia high schools. The school system athletic director and school administration teams meet bi-weekly to discuss any updates to the guidance from GHSA and make adjustments to the school system's guidance. Although the GHSA does not govern middle school sports, the same guidelines are used for middle school sports. The guidance is disseminated to all schools and coaches. Parents and athletes are required to sign acknowledgement of the regulations prior to participation in the activities. Additionally, extra-curricular safety protocols have been developed, reviewed, and implemented.

Band, Chorus, Dance, Cheer, and Other Extra-Curricular Programs

Newton County officials have created marching band guidelines by referencing the guidelines from GHSA and the National Federation of State High School Associations (NFHS) music committee. The school

system's guidance is disseminated to all activity leaders; parents and athletes are required to sign acknowledgement of the regulations prior to participation in the activities.

Registration for Transportation Services

A parent or guardian must register for pupil transportation services for the 2021-2022 school year. Students will be routed to their primary address. This process, the routing of buses based on confirmed ridership, will allow resources to be reallocated in a way that provides for greater social distancing on buses.

Meal Service for In-Person Students

Students will pick up meals by going through the serving lines in the cafeteria. The following safety precautions will be in place:

- Employees will plate all food items (no self-service option)
- Students will practice physical distancing while in the line
- Students will be spaced out while eating in the cafeteria or outside
- Routine cleaning of high touched areas

Meal Service for Virtual Students

Students who participate in the virtual learning models will be able to pick up meals from any school or bus stop delivery location.

Supply Acquisition

The school system is working to procure and maintain an adequate supply of materials needed for normal school operations and any alternative scenarios deemed necessary. This includes the acquisition of items such as personal protective equipment (PPE) required in response to the COVID-19 pandemic. Nationwide, PPE shortages continue to pose a challenge to our regular suppliers. Manufacturers and vendors have prioritized their distribution to hospitals, health care workers and first responders. The school system currently holds contracts with numerous suppliers and is working with them to provide the necessary materials and supplies critical to school operations. These contracts will be utilized to the fullest extent possible to ensure that our supply needs are met. All contracts will be monitored and modified as needed to best meet the needs and interests of the school system. In addition to existing contracts, the school system will utilize alternative public and private sector suppliers to build and maintain our inventory, as required. As the supply chain recovers, we anticipate that the situation will improve. We will continue to identify and examine multiple sources of supply while planning for both short-term and long-term needs.

Continuity of Services: Teaching & Learning

In Newton County Schools, we have not lost sight of our mission to provide educational excellence for all students. Indeed, we strive to make sure all students are well-rounded and prepared for the future. We continually look for opportunities to substantively impact student achievement, especially as students rebound from the educational impact of COVID-19.

Collection of Data

Student performance data from the following formative, interim, and summative assessments during the 2020-21 school year have been collected and synthesized: IOWA; Next Steps Guided Reading Assessment (NSGRA); Phonological Awareness Literacy Screening (PALS); Peabody Picture Vocabulary Test (PPVT); Acadience; Houghton Mifflin Harcourt Reading Inventory; and the Georgia Milestones End of Grade and End of Course Assessments (review in process). Also, classroom performance data and student files from the Response to Intervention Academic Support System have been reviewed.

Response to Data

Presently, *Classworks* is used at several of the district's elementary and middle schools, and most schools have intervention programs where students' challenges are addressed during the school day. Across the district, tutoring programs are in place in-person and virtually, including our Expert Teachers Bureau and 21st Century After School Programs. The district also is implementing a five-week summer academic support program for students in kindergarten through twelfth grades. Several of the district's schools have personnel devoted solely to implementing and managing the Multi-Tiered System of Supports Program, which allows teachers to monitor student progress in real time and provide evidence-based interventions. Additionally, teachers are able to continue and adjust the intensity and nature of interventions based on a student's responsiveness.

Response to Ongoing Needs

In an effort to strengthen our response to students' academic needs during the 2021-22 school year as a result of learning opportunity loss, the district will implement high-frequency tutoring during the school day; schedule time for academic interventions during the school day; continue to bolster the Multi-Tiered System of Supports Program in each school; and offer academic support programs during the summer.

In the face of ever-changing times, Newton County Schools is committed to being stable in meeting the needs of our students. What does change, however, is our response to addressing the challenges of learning opportunity loss as we pledge to review, adapt, and update our plans periodically based on the needs of our students.

Continuity of Services: Social-Emotional Supports

As we plan for the 2021-2022 school year, the social-emotional well-being of students, their families, and staff is a priority. A variety of flexible resources and supports will be available that address a range of student needs. Each new school year brings excitement, but it can also cause students and parents to be anxious. The effects of COVID-19 have had an impact on students, families, and school system staff members across Georgia. These universal impacts have heightened the need for learning environments that are welcoming to and supportive of all students. The school system has carefully considered how to address the needs of all student sub-groups.

We can help students weather this crisis through recognizing and responding to their emotions and leaning on positive, prosocial relationships. Social-emotional learning (SEL) is critical to re-engage students, support adults, rebuild relationships and school communities, and create equitable learning environments for all students. The school system will offer a variety of resources to support learning as the transition back-to-school begins.

24/7 Access to Social-Emotional Supports

Students and families will have access to an online social-emotional program that offers videos and resources to help students achieve academic, behavioral, and social-emotional success. This program will be instrumental in ensuring all students have immediate access to these types of resources.

School Counselors

Students will have online and in-person access to school counselors who are available to work with students on academic, emotional, and social concerns that impact student success. In support of the whole child, the counseling program will be critical in monitoring the emotional well-being of students. All schools have a counseling department equipped to support the diverse needs of the students they serve. Additionally, individual and group sessions are available and facilitated by trained professional counselors.

Social Workers

Students will have access to social workers who are available to work with students and families with concerns that may affect student success, such as academic, behavior management, mental health, and social-emotional concerns. As an instrumental component in the overall success of our students, social workers will support families with concerns that may impact student learning. Five social workers support all schools and local agencies to provide wrap-around services for the students and families of Newton County.

The Georgia Apex Program

The *Apex Program*, *Viewpoint Health* provides 11 clinicians to serve students and families in the Newton County School System. Students receive face-to-face mental health counseling services both in person and

virtually, by a licensed clinician. When appropriate, family counseling is provided to strengthen the student's support system, thereby increasing the opportunity for academic success. The school district will utilize ESSER III funds to provide additional mental health support to a select number of schools.

Purposity

Purpose + Generosity=*Purposity* which is a program designed to assist students and families in need of general supplies to support student achievement. The school system's counselors and social workers identify the needs of students and families (e.g. school supplies, clothes) and those needs are forwarded to *Purposity*. A description of the need is posted, which enables anyone with the downloadable app to click on a link and donate to meet that need. It's a simple and easy way for people to help our students and families who need additional support.

Youth Mental Health First Aid

District administrators and other school staff have participated in *Youth Mental Health First Aid* training to support our students' emotional well-being. *Youth Mental Health First Aid* is designed to teach individuals how to identify, understand and respond to signs of mental illnesses and substance abuse. *Youth Mental Health First Aid* is primarily designed for adults who regularly interact with young people. This 8-hour training gives adults who work with youth the skills they need to reach out and provide initial support to students who may be developing a mental health problem and help connect them to the appropriate care. Topics covered during the training include anxiety, depression, substance abuse, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.

No Place for Hate

For the third consecutive year, the school system earned the designation as a *No Place for Hate* system by the Anti-Defamation League (ADL), as each school in the district participates in the program. No Place for Hate is an initiative of the ADL offered free to schools. This initiative is a PK–12 school climate improvement framework for combatting bias, bullying, and hatred, leading to long-term solutions for creating and maintaining a positive and equitable climate. The *No Place for Hate* initiative is designed to rally the entire school around the goal of creating a welcoming community committed to stopping all forms of bias and bullying. Upon completion of the required program components, schools receive a *No Place for Hate* banner that can be proudly displayed in the school.

Employee Assistance Program (EAP)

The *Employee Assistance Program* (EAP) is sponsored by *Mutual of Omaha* and is an employer-paid program that provides resources to assist with personal and job-related issues. EAP improves the productivity and well-being of employees, resulting in an improved workplace culture. The school system offers this benefit free to all employees and their dependents. *Mutual of Omaha* provides an EAP website that includes important information and resources for employees on a variety of topics including: emotional well-being, healthy lifestyles, family and relationships, legal and financial issues, and work/life transitions.

References

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