

## **ESTILL COUNTY SCHOOLS**

### **ARP ESSER III PLAN**

The Estill County School District was awarded and has accepted American Relief Plan Elementary and Secondary School Emergency Relief funds (ARP ESSER) from the federal government. These funds are intended to prepare for, respond to and overcome obstacles presented by the global COVID 19 pandemic.

#### **Consultation:**

A committee of district administrators, principals, and teachers was formed to conduct a needs assessment. At this time, KEA does not have a district representative in our system due to a recent retirement. Using those results, ARP ESSER planning meetings were conducted on separate dates allowing for stakeholder input. The Estill County Board of Education held a public forum during their July 15, regularly called board meeting to gather parent and community input. Also, the district surveyed all community stakeholders to gather additional information and the Board reviewed the results at their August meeting. We do not have any civil rights organizations in our community, but the district is working with Millennium Learning Concepts, LLC to ensure diversity, equity and inclusion for all stakeholders is ingrained in the budget process.

A brief description of allowable uses of the ARP ESSER funds was presented at each meeting by the district finance officer with an opportunity for stakeholder input. Each idea was recorded, discussed, and addressed. Suggestions that fell outside the scope of the ARP ESSER spending guidelines which arose in the course of the meeting were also discussed as possible options for the use of other revenue sources. Our future consultation plans include monthly update meetings which will be conducted in conjunction with other federal program meetings to regularly analyze the use of ARP ESSER funds and to implement budget adjustments if necessary. The district principals along with the district leadership team will meet each month to review the ARP ESSER goals and in turn report to the Superintendent who will update the Estill County Board of Education on the progress of the ARP ESSER plan.

#### **Prevention and Mitigation Strategies:**

In order to prepare for future outbreaks, sanitation equipment and supplies will be purchased with ARP ESSER funds. These include but are not limited to sanitization equipment, hand sanitizer, masks, personal protection equipment and an increased emphasis on cleaning surfaces as well as the air quality at each individual school. Upgrades to HVAC equipment at all schools will assist in making the air cleaner and safer. In addition to physical items purchased, the staff has been trained on the necessary precautions required to prevent the spread of disease and are being required to do daily inspections and cleanings that were not in place prior to the pandemic. Funds will be used to provide for additional custodial help in schools throughout the district.

#### **Academic impact of lost instructional time:**

Although the Estill County School District has made every effort to continue quality instruction during school closure, learning loss has occurred. ARP ESSER funds will be spent to continue the on-line learning option for a Virtual Academy ( Apex platform, Google Classroom, Education Galaxy, Pearson Connexus) for those students who still cannot or are not comfortable in returning to in-person instruction.

Professional Learning will be implemented to mitigate learning loss by using, but not limited to, **The Assessment Playbook for Distance Learning(Fisher, 2021)** and **The Distance Learning Playbook(Fisher, 2021)**.

The district will also utilize Eric Jensen's **Engaging Students with Poverty in Mind: Practical Strategies for Raising Student Achievement(2013)**.

Summer Learning Academies which were put in place during the summer of 2021 to address learning loss will be sustained and enhanced for future years through the use of ARP ESSER funds. Summer learning programs target any student who is in need of catch-up services and/or remediation services as well as provide engaging enrichment activities. Summer instructional programs funded through ARP ESSER funds will provide greatly reduced teacher to student ratios which promote expanded one on one and small group instruction for our students.

The Estill County School district will provide one to one devices for grades K-12 so that all students will have equal access for in-person and remote learning. This will enable teachers to develop an intensive and customized plan to address learning loss.

Transportation will be provided for Summer Learning Academies and the district will provide breakfast and lunch through year round food service programs.

**Academic, social, emotional and mental health needs of all students:**

The Estill County Public School district realizes that students need academic support as well as social, emotional, and mental health support to address various issues caused by the pandemic and prolonged school closures. Having systems in place to close the gap for students who require intense remediation and developing relationships and connections with students as related to their academic needs positively impacts the school experience for students. ARP ESSER funds may be used to provide both certified and classified staff with supplemental service pay for extra time they will spend during the coming school year addressing academic, social, emotional, and mental health issues that arise with the students they service.

ARP ESSER funds will be used to continue salaries for all district health services, additional school counselors and a social worker in order to provide support for all students, families and teachers. Each school will be provided with a school nurse, Counselors will implement the use of an evidence based social and emotional curriculum to address social and emotional health issues related to the pandemic and our newly hired social worker will work with the Family Resource and Youth Service Centers to provide for student and family needs.

**Other use of funds:**

It is the philosophy of our stakeholders that all remaining funds should be utilized to upgrade and repair our facilities for future years in order to provide a safe and comfortable learning environment for all students. The following projects will be considered during the next two years

- HVAC improvements at Estill County High School
- Sewer line replacement at Estill County High School
- Restroom renovations at Estill County Middle School
- Additional Space at Estill Springs Elementary(110% of capacity)
- Window replacement at South Irvine Early Learning Center

In addition to these projects, funds will continue to be used for the purchase of additional buses and as well as other prior year expenses, including but not limited to property insurance, school furniture, technology upgrades and other equipment/vehicles needed to provide safe learning environments for students and staff.

Finally, the pandemic has resulted in a sharp decline in the financial state of our students and families. This along with record flooding in our community during the past year has created a need to provide for additional

financial assistance to our families. The district will use ESSER funds to provide for school supplies, community backpack program, food vouchers and clothing. Although this expenditure will be a small portion of this total budget, we feel that this is a way for us to meet the needs of our families.

In conclusion, this plan and the future ESSER III Budget may be revised with community consultation at any time during the course of the ARP ESSER financial funding period.

## **Research Citations to Support ARP ESSR Budget Proposal**

### **Best Practices for Instruction**

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Bransford, J.D. Brown, A.L., & Cocking, R.L. (Eds.), (2002). *How people learn: Brain, mind, experience, and school*. Washington D.C.: National Academy Press.

Jensen, E. (2017). *Engagin Students With Poverty in Mind: Practical Strategies for Raising Achievement*. Alexandria, VA: ASCD.

Schooling, M., Toth, M. & Marzano, R.J. (2010). *Creating an aligned system to develop great teachers within the federal Race to the Top initiative*. [Whitepaper]

Silver, H., Perini, M., & Strong, R. (2007). *The strategic teacher: selecting the right research-based strategy for every lesson*. Alexandria, VA: ASCD.

Wiggins, G. & McTighe, J. (2005). *Understanding by design (2nd ed.)*. Alexandria, VA: ASCD.

### **Virtual and Blended Learning**

Fisher, D. , N. Frey, & Hattie, J.(2021). *The Distance Learning Playbook*. Corwin Classroom.

Fisher, D. , N. Frey, & Hattie, J.(2021). *The Assessment Playbook for Distance and Blended Learning*. Corwin Classroom.

### **Effectiveness of Rtl and Individualized Learning:**

Council for Exceptional Children. (2006). [Response-to-intervention– the promise and the peril](#). In *Council for Exceptional Children*.

Dietrichson, J., Bøg, M., Filges, T., &Klint Jørgensen, A. (2017). *AcademicInterventions for Elementary and Middle School Students with Low Socioeconomic Status*. *Review of Educational Research*, 87(2), 243-282.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Schechter, R., Macaruso, P., Kazakoff, E.R., & Brooke, E.(2015). *Exploration of a Blended Learning Approach to Reading Instruction for Low SES Students in Early Elementary Grades*, *Computers in the Schools*, 32:3-4, 183-200.

