

ARP ESSER plans must include a discussion of:

- 1. The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with CDC guidance on reopening schools.**
- 2. How the LEA will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.**
- 3. How the LEA will spend the remainder of its funds.**
- 4. How the LEA will ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students.**
- 5. Additionally, plans must include relevant citations for each evidence-based practice listed in the plan, a description of how the district conducted meaningful consultation with the required stakeholders and how they took stakeholder feedback into account when crafting the plan.**

1. The district will provide facility improvements to enable operation of the school to reduce the risk of COVID-19 transmission. For example, the district will continue the use of and supplement the purchase of air purifiers in all classrooms. HVAC/ventilation will be addressed in all buildings to ensure good air quality and maximize fresh air return throughout the buildings. In addition, the facility staff will maintain a routine of replacing high quality air filters throughout the District. Filtering and control systems will also be utilized to deter the risk of COVID transmission. The district will ensure proper functioning of water fountains to enable students to refill water bottles brought from home. This will eliminate students drinking directly from the water fountains, thus controlling the spread of germs and infection in school and district facilities.
2. The district will plan and provide summer learning for students to provide accelerated instruction due to COVID-19 learning loss. In addition, the needs of low-income students, students with disabilities, students experiencing homelessness and students in foster care will be addressed during summer learning. Engaging, differentiated instruction will be provided aligned to evidence based instructional strategies and activities. Multiple data points, using a variety of high-quality assessments will be utilized to determine the comprehensive needs of students. Additionally, these assessment data points will be analyzed to determine student's learning gains and ultimately change instruction to meet student's learning needs. Principals and school teams will provide information and assistance to parents and families to ensure students attend summer learning as well as provide specific information as needed on how to support the student at home. The district will collaborate with schools to plan and implement activities for supplemental afterschool programs as well as tutoring during the school day. In addition, the needs of low-income students, students with disabilities, students experiencing homelessness and students in foster care will be addressed during the after school program and during tutoring. Accelerated instruction based on evidence based instructional strategies and activities will be utilized.
3. The remainder of the funds will be spent on learning loss and improvements for facilities, transportation, and technology.

4. The district will utilize online, content specific programs to provide instruction and high-quality formative assessments to address learning loss that are consistent with all Federal, State, and local requirements. The formative assessment data as well as usage of the program will be reviewed by school staff to provide additional student support as needed and determine student gains.

Trauma-informed care training will be provided for all teachers and instructional staff. Social-emotional support will be provided for students as needed, and teachers will receive training in activities that support the social-emotional health of students. In addition to the guidance counselors on staff at each school, the district will continue to employ a district-wide Guidance Specialist to provide additional mental health services for students.

The needs of low-income students, students with disabilities, students experiencing homelessness and students in foster care will be addressed through accommodations as needed to ensure student success. Principals, teachers, intervention staff, and school teams will provide information and assistance to parents and families as needed to ensure students participate through the on-line platform. The district deployed an electronic survey that was made available to all stakeholder groups.

5. Input from the district and school leadership was gathered during a virtual meeting and gathered by the district team during regular COLT meetings held every Monday.

Feedback was collected during Open House at each school on the dates listed below:

Breathitt High School:	August 2-4, 2021
Sebastian Elementary School:	August 3, 5, 2021
Highland-Turner Elementary School:	August 9, 2021
Marie Roberts-Caney Elementary School:	August 9, 2021

District Leadership met with the Breathitt County Education Association as well as a representative from the Kentucky Education Association on August 4, 2021, to discuss the plan and gather feedback.

Breathitt County does not have external advocacy organizations or civil rights organizations for historically disadvantaged groups.

The feedback collected was reviewed and included, as much as possible, in the narrative and spending plan for the ARP/ESSER funds to address learning loss, social/emotional wellness, and COVID preparedness/response.

Relevant citations for evidence-based practices listed in the plan:

Abbe, A., Alberti, S., Kockler, R., Lane, J., et al. (2021). 2021 Summer learning & enrichment: state guidance for district & school leaders. Council of Chief State School Officers. Washington, DC.

Allensowrth, E., Farrington, C., Gordon, M., et al. (2018) Supporting social, emotional, and academic development: research implications for educators. Consortium on School Research. University of Chicago.

Cheung, A., & Slavin, R. E. (2013). Effects of educational technology applications on reading outcomes for struggling readers: A best-evidence synthesis.

Erdener, M. Principals' and teachers' practices about parent involvement in schooling. (2016) *Universal Journal of Education Research* 4(12A): 151-159.

Howland, A. (2006). School Liaisons: Bridging the Gap Between Home and School. *School Community Journal* 16(2), 47-68.

Klein, A. Providing Differentiated Reading Instruction to Meet the Individual Needs of Students, *Readinga-z*.

Lance, K. (2002). Impact of School Library Media Programs on Academic Achievement. *Teacher Librarian*, 29(3), 29-34

National Center on Response to Intervention (2010). Essential components of RTI – A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

Pellegrini, M., Neitzel, A., Lake, C., & Slavin, R. (2021). Effective programs in elementary mathematics: A best-evidence synthesis. Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.

Slavin, R. E., Lake, C., & Groff, C. (2008). Effective programs in middle and high school mathematics: A best evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education.