

In March 2021, President Biden signed the American Rescue Plan (ARP) Act into law. This act includes the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund, which allocates \$126 billion for K-12 schools.

The Federal government requires a portion of the money to be spent on prevention and mitigation strategies consistent with CDC guidance on reopening of schools. Funds also must be spent on evidence-based intervention, summer programs, after school programs and academic recovery. Below is a summary for Boyle County Schools.

Implementing Prevention and Mitigation Strategies

Boyle County Schools will implement COVID-19 prevention and mitigation strategies using a tiered Communicable Illness Intervention Plan. Boyle County Schools will consult with local health officials and the Boyle County Health Department to review the Kentucky COVID-19 Current Incidence Rate map and determine appropriate intervention levels. Funds will be used to purchase supplies related to these initiatives, including but not limited to:

- Masks;
- N-list approved disinfectants;
- Hand hygiene supplies (hand soap, hand sanitizer, etc.);
- Personal protective equipment;
- Physical distancing;
- Improving ventilation systems;
- Additional staffing for cleaning;
- Thermometers;
- Water bottle refill stations;
- Plexiglass;
- 1:1 technology devices; and
- Signage throughout buildings.

Addressing the academic impact of lost instructional time through the implementation of evidence-based interventions

Each of the five Boyle County schools will receive a portion of ARP ESSER to use toward academic recovery and intervention during the 2021-22 and 2022-23 school years to address the loss of instructional time. Plans include additional instructional time in reading and math, extended learning opportunities in reading and math, special education and co-teaching opportunities to reduce gaps, and more. Each school will receive additional staffing, and there will be money set aside to help students close any educational gaps created by the pandemic.

Academic recovery meetings will be used as an evidence-based intervention that ensures a focus on student learning and building a collaborative culture that is results-driven. This practice will promote equity for students. Analysis of classroom-level data will drive teacher reflection of their instructional practices. Some implementation strategies include initial PD on the academic recovery process. [Using Student Achievement Data to Support Instructional Decision Making](#)

Formative assessment will be used as an evidence-based practice specifically focused on learning loss that provides on-going information regarding student progress toward a measurable academic goal. [Inside the Black Box](#)

Student engagement strategies will be used as an evidence-based practice to provide meaningful student involvement in classroom learning and address learning loss. All of our teachers have been trained in cooperative learning strategies that promote student learning. [Opportunities to Respond: A Key Component of Effective Instruction - Todd Haydon, Ashley S. Macsuga-Gage, Brandi Simonsen, Renee Hawkins, 2012](#)

Data systems will be used as an evidence-based intervention to gather and report data and to use data-based decision making to generate a strategic action plan that addresses learning loss. The data system provides the framework upon which data teams look for patterns and make observations about the data. The analysis of academic and behavioral data informs instructional practices and provides a data team with insight into what strategies (both behavioral and instructional) are working well and which need to be reconsidered. We have hired additional school support staff to assist and lead in this process. [Using Student Achievement Data to Support Instructional Decision Making, Five steps for structuring data-informed conversations and action in education](#)

Culturally Responsive Teaching will be used as an evidence-based intervention to narrow achievement gaps and to provide student-centered and authentic instruction that is inclusive, scaffolds student learning and provides a challenging curriculum in a respectful climate. Culturally relevant teachers take personal responsibility for the success of all students and create connections between classroom content and students' background knowledge, while taking into account students' cultural identities and the assets those identities bring to the classroom. [Does Culturally Relevant Teaching Work? An Examination From Student Perspectives - Christy M. Byrd, 2016](#)

Multi-Tiered Systems of Support (MTSS) will be used as an evidence-based framework to give universal, supplemental and targeted support to all students. The four components of MTSS include universal screening, data-based decision making, multi-level prevention systems and progress monitoring. All components make up an effective MTSS framework, which allows districts and schools to provide core differentiated instruction and intervention in a timely manner to support students' learning loss. We will use evidence based programs and provide universal screeners and implement a progress monitoring system. [Toward More Effective Tiered Systems: Lessons From National Implementation Efforts, Implementation](#)

PBIS will be used as an evidence-based intervention to develop school-wide expectations, targeted interventions and supports, and data-driven decisions making to improve student behavior and student outcomes. [PBIS Implementation Blueprint, A state-wide quasi-experimental effectiveness study of the scale-up of school-wide Positive Behavioral Interventions and Supports](#)

The use of high quality instruction and materials will be used to explicitly teach vocabulary, to provide direct and explicit instruction on comprehension strategies, and to provide opportunities for extensive study of the meaning and interpretation of a text. [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

The use of high-quality instruction and materials will be used to explicitly teach mathematical concepts and problem solving, to use visual representations and models of mathematical ideas during explicit instruction, and to increase fluency of basic facts. [Assisting Students Struggling with Mathematics: Response to Intervention \(RtI\) for Elementary and Middle Schools](#)

Prioritization of skills and standards will be used as an evidence-based intervention for teachers to provide targeted support for identified skills and standards. Grade-level/content-area teachers from across the district will collaborate to prioritize the standards, create standards-based units of study, and allot appropriate amounts of instructional time to each standard. Essential skills and standards will be revisited regularly ("spiral") to foster student mastery. All required standards will be taught; however, essential standards will receive additional classroom focus. [Mathematics Learning in the Era of COVID-19](#)

Remainder of Funds

Boyle County will prioritize use of any remaining funds based on the needs of the district. These funds could be used to improve indoor air quality in our schools and school buses through HVAC improvements. Maintaining proper equipment for cleaning and sanitizing within the district. In the case of an escalation of positive cases in our school district, funds may be used to ensure students are provided a quality education whether in person or virtual. Also, the district may develop further plans to expand Federal dollars to meet the needs of our students and staff, and that would be allowable. Examples could be purchasing supplies needed for cleaning and sanitizing, and to provide other professional services, such as contracted custodial services necessary for proper cleaning, sanitizing and disinfecting of our schools.

Addressing the academic impact of lost instructional time and responding to the academic, social, emotional and mental health needs of students

The mental health of our students is a top priority. Based on stakeholder feedback and continuation of services provided pre-pandemic, Boyle County Schools will use funds to:

- Continue to provide two dedicated mental health professionals at the high school and middle school to serve all schools;
- Utilize "Minute Meetings" to have one-on-one contact between every student and their guidance counselor within the first month of school;
- Use a district-wide social-emotional learning curriculum in the classroom taught by school guidance counselors to provide resiliency skills to students;
- Maintain trauma informed care teams in each school building whose goal is to create a more trauma-sensitive learning environment; and
- Conduct a district-wide survey to ascertain basic needs that are not being met for students and work toward meeting those needs.

Stakeholder Input

Boyle County Schools recognizes the importance of stakeholder feedback. A survey was developed and made available in the public domain to various groups, including, but not limited to, students, families, school and district administrators, educators and their unions, civil rights organizations, and stakeholders representing the groups of children from historically disadvantaged groups, in a good-faith effort to actively seek feedback from a broad representation of community stakeholders. Additionally, the district consulted with its collective bargaining unit/the professional association representing the largest share of educators in the

district. The survey previewed how money could be spent to eliminate gaps, address the social and emotional needs, and keep our students safe at school, and asked for input regarding the plan and offer additional ideas. The input was reviewed, and our plan was finalized.