

ARP ESSER PLAN

The Harlan 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: Community members which included students, parents, educators, community organizations, elected officials, and representatives from the teacher's union were all invited to a series of community meetings where they were given the opportunity to provide input as to how ARP ESSER funds can best be spent to meet district needs in alignment with the goals of the ARP ESSER program. Groups representing the historically disadvantaged segments of the population in Harlan County such as the Community Action Agency were present and provided input at the ARP ESSER meetings. All ARP ESSER consultation results were recorded and reported to the Harlan County Board of Education for their review and approval at the July 27, 2021 Board of Education ARP ESSER workshop. All community meetings and the Board of Education workshop were announced through the local newspaper, district social media site, radio, and through the district phone notification system.

Initial ARP ESSER planning meetings were conducted on four separate dates allowing for stakeholder input. A brief description of allowable uses of the ARP ESSER funds was presented at each meeting by the district Superintendent with an open forum for input that followed. 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 forum 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 assessment team will meet each month to review the ARP ESSER goals and in turn report to the Superintendent who will update the Harlan 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 disinfectant fogging machines at each school, scrubbers and buffers, hand sanitizer, masks and an increased emphasis on cleaning surfaces as well as the air quality at each individual schools. Upgrades to HVAC equipment at all schools will assist in making the air cleaner and safer. Furniture will be purchased to replace group tables to allow for social distancing by utilizing individual student desks that can be arranged to maximize instructional spaces. 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.

Academic impact of lost instructional time: Although the Harlan County School District has made every effort to continue quality instruction during school closure, learning loss has occurred. Brigance assessment results from the summer and fall of 2022 indicated that just over 50% of our incoming kindergarten students did not possess the basic readiness skills necessary to begin kindergarten instruction. Additionally our STAR assessment screeners which are administered in both math and reading throughout the school year indicate a significant decline in overall student performance in the primary grades at all schools. Our Kentucky Summative Assessment scores for 3rd graders (which is the earliest grade tested) also indicated a significant increase in Novice performance rates. For these reasons, ESSER funds will be used to close the gap in learning through extended school services in the form of tutoring and summer school. In addition, supplemental materials that are standard driven and have been proven to be effective will be purchased for use with all target groups. In addition, middle school and high school learning loss will also be addressed.

State assessments for middle school students suggest the need for additional remedial learning. This will be provided through after school tutoring, summer school and remedial online platforms. As indicated by the most recent ACT practice tests and actual ACT assessments, students at the high school level show significant learning loss due to school closers. Funds are being used to provide tools for students to work individually through online platforms and through extended school services as well.

Virtual instruction will be enhanced through upgrades to our wireless access/internet services and the addition of one to one devices which will be utilized by the students both at home and at school. In addition to the online platform software, additional evidenced based level I and II tutorial and recovery learning programs such as WIN Learning*, Renaissance Learning*, and Edgenuity* (see citations at end of plan) will be purchased and utilized by all teachers and students to address learning loss. Summer school and after school programs 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. Transportation will be provided for summer and extended school programs as well as food services. 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.

Academic, social, emotional and mental health needs of all students: The Harlan County Public School system 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. ARP ESSER funds will be used to provide both certified and classified staff with supplemental service pay for extra time and effort they will spend during the coming school year addressing academic, social, emotional, and mental health issues that arise with the students they service.

Students must feel secure when they return to in-person instruction and should not have services disrupted for any reason. Security cameras and door entry systems will be purchased for all schools in order to address student's emotional and mental health needs involving personal safety. A new call system with enhanced features will also be put in place to communicate more effectively with parents. Band Instruments will be provided for all grades to expand our existing offering of music and art classes in order to reach students who may otherwise not be involved in sports or other extracurricular activities.

ARP ESSER funds will be used to expand the certification of multiple teachers with an emphasis on the attainment of gifted and talented certifications in order to enhance our gifted and talented program. Continued salaries for all district counselors and attendance auditors as well as salaries for the continued employment of classified employees working in the fields of technology, attendance, and health related services will also be supplemented through the use of ARP ESSER funding.

Other use of funds: Harlan County Public Schools received a substantial allotment of ESSER funds in all three phases of the relief effort. Due to the abundance of funding, all monies can't be spent on sanitation and/or catch up services. It is the philosophy of the school and community stakeholders that all remaining funds should be utilized to upgrade and repair our facilities for future years. Currently, we have plans to purchase new buses to replenish the fleet, upgrade HVAC systems at all schools that were not in the previous round of upgrades, purchase new and more diverse text books and make building upgrades such as the addition of more classrooms and the construction of an athletic training facility for our high school. Currently, our athletes condition in classrooms that have been converted and have little to no space for dressing and equipment storage. The surplus of funds will also enable the continued employment of specialty services in the areas of guidance counselors, technology workers, maintenance and custodial staff, transportation workers and a school nursing supervisor.

It is the goal of the Harlan County Schools to best utilize every dollar for the enrichment and continued education of our students both present and in the future. Numerous planning meetings have been conducted to allow for all stakeholders to have input regarding the best use of ARP ESSER funding. Harlan County Board of Education meetings in which discussion, amendments, and redirection of ESSER funding occurred on 2/22/21, 3/23/21, 6/8/21, 7/27/21, 8/24/21, 10/26/21, 7/26/22, 9/27/22, & 10/13/22. District Assistance Team meetings in which discussion,

amendments, and redirection of ESSER funding were conducted occurred on 7/12/21, 8/16/21, 9/20/21, 10/18/21, 11/15/21, 1/18/22, 2/21/22, & 4/18/22.

All Harlan County School are considered high poverty, funding will be equally divided for the benefit of all students.

This plan may be revised with community consultation at any time during the course of the ARP ESSER financial funding period.

Research Citations to Support ESSER IIIS Budget Proposal

Renaissance-

“School Practices to Address Student Learning Loss”, Elaine Allensworth, University of Chicago Consortium on School Research; Nate Schwartz, Annenberg Institute at Brown University; June 2020

“Broad-Based Academic Support for All Students”, Kathleen Lynch, Annenberg Institute at Brown University; Heather Hill, Harvard university; July 2020

Shannon, L. C., Styers, M. K., Wilkerson, S. B., & Peery, E. (2015). Computer-assisted learning in elementary reading: A randomized control trial. *Computers in the Schools*, 32(1), 20–34.

Siddiqui, N., Gorard, S., & See, B. H. (2016). Accelerated Reader as a literacy catch-up intervention during primary to secondary school transition phase. *Educational Review*, 68(2), 139–154.

O’Conner, W. L. (2017). Sociocultural early literacy practices in the school and home context: The role of a digital library (Unpublished doctoral dissertation, University of California, San Diego).

Ortlieb, E., Sargent, S., & Moreland, M. (2014). Evaluating the efficacy of using a digital reading environment to improve reading comprehension within a reading clinic. *Reading Psychology*, 35(5), 397–421.

Harkin, B., Webb, T. L., Chang, B. P., Prestwich, A., Conner, M., Kellar, I., Benn, Y., & Sheeran, P. (2016). Does monitoring goal progress promote goal attainment? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 142(2), 198–229.

Edgenuity-

“Improving the Quality of Distance and Blended Learning”, H. Alix Gallagher & Benjamin Cottingham; Policy Analysis for California Education, Stanford University, August 2020.

“Academic Supports for Students with Disabilities”, Nathan Jones, Boston University; Sharon Vaughn, University of Texas at Austin; Lynn Fuchs, Vanderbilt University; June 2020.

“Best Practice for Learning Loss Recovery”, ‘: Five Actions for Creating Foundations for Future Interventions’ Actions 2-4; Hanover Research, December 2020.

“Addressing Learning Loss and Effective remote Teaching Strategies”, Nancy Nelson, Jess Surles, University of Oregon: National Center on Improving Literacy, March 2021.

“Research-Based Strategies for Effective Remote Learning”,

Tuesday, December 8, 2020 | Thursday, January 28, 2021 | Wednesday, March 24, 2021; REL Appalachia Regional Educational Laboratory

WIN Learning-

“Working to Learn: New Research on Connecting Education and Career”, Joseph Fuller, et al: April 2021’ Harvard Business School

“Zoom In, Zoom Out: The Impact of Covid-19 Pandemic in the Classroom” Luiz Joia, Manuela Lorenzo; February 2021; [mdpi.com/journal/sustainability](https://www.mdpi.com/journal/sustainability)

“Grit at Work. Research in Organizational Behavior”, Angela Duckworth, et al; 2019; Science Direct