Whitley County School District
ARP ESSER Plan

1. Describe how funds will be used to:

(a) implement prevention and mitigation strategies consistent with the Center for Disease Control and Prevention guidance on reopening schools.

Funds will be utilized to purchase PPE and disinfectant to assist in following the guidance on reopening schools from Governor Brashear, the Kentucky Department of Education, and The Center for Disease Control and Prevention. We plan to continue to purchase supplies to sanitize and clean all facilities. Our district plans to provide funding for salaries for Covid Cleaning Specialists and salaries for substitute teachers and instructional aides due to quarantine regulations. We also plan to purchase materials and equipment to be used individually by students including, but not limited to, headphones, headphones with microphones, manipulatives, etc. Additionally, we plan to purchase two buses to limit the number of student riders and reduce the risk of spreading the virus. As a continuation of previous ESSER funds, we plan on utilizing funds for facility renovations and repairs to reduce risks of virus transmission, health hazards, and support student health needs. This includes updating HVAC systems, kitchens, lunchrooms, etc., replacing/updating commodes as auto-flush (no touch), and installing water bottle filling stations. We also plan to purchase a program along with related costs for touchless sign-in for staff and administrators. We plan to continue to employ school nurses and use funds for their salary and fringe. We plan to utilize funds to construct outdoor classrooms along with appropriate furnishings/furniture in order to create learning environments for our students that will better sustain social distancing. We plan to renovate the bleachers/seats in the gymnasium and expand the space for the weight lifting facility in order to maintain appropriate social distancing for students in courses utilizing these areas and for both school and sport events. We also plan to replace/repair the roof at our middle school that will reduce student exposure to environmental health hazards caused by leaks.

(b) address the academic impact of lost instructional time through the implementation of evidence-based interventions.

Funds will be utilized to address the academic impact of lost instructional time and to accelerate learning through the implementation of evidence-based interventions. Our district plans to continue to provide after-school/tutoring and summer programs for all of our students along with transportation. Funding will include all associated costs such as salary and fringe for drivers, pupil transportation insurance, and fuel.   We plan to provide teacher training that will focus on productive, efficient instructional strategies for our most vulnerable students. We plan to provide training and materials for programs designed for nonverbal symbolic communication. We also plan to continue to provide additional training for teachers and administrators districtwide that will focus on effective teaching practices and instructional strategies that will promote cooperative learning and communication, boost students' confidence, and increase student engagement.   This includes all associated costs such as registration fees and travel costs. Additionally, we plan to use funding to provide subject-specific professional learning for teachers as identified in their professional growth plans. Teacher and administrator training may include in-person, virtual, and online training. Funds will be used to purchase programming that will assist with on-line training in order to provide for individual needs and professional growth of teachers and administrators. We plan to use funds to continue to build capacity in leadership skills for our administrators. We plan to utilize funds for salaries and fringe for teachers, counselors, and instructional coaches to help with class size reduction, small group learning, and ongoing professional learning. Funding will also be used for general supplies including STEAM materials and resources to effectively implement our plan. We plan to utilize funds to expand the opportunities in our CTE programs. We plan to purchase assistive technology for our students with disabilities based on individual student need which may include software and hardware for screen reader and enlargement applications, communication devices and programs, tools/instruments for those with limited motor skills, etc. We plan to utilize funds for upgrading and expanding school and district network systems due to increased devices for students and teachers. These funds will be used to continue to support chromebook usage, ipads, etc. as well as instructional services such as Google Classroom and Zoom platforms. We plan to use funds to update/purchase band equipment so that students have their own instrument and are able to adhere to the guidelines in preventing virus spread. Funds will also be utilized for instructional field trips, leadership conferences, and academic and career skills competitions for students. Our continency educational plan includes subscriptions to continue virtual/remote learning and allow internet access for students using ARP ESSER funds.

(c) utilize actions, strategies, programs, or methods as a continuation of previous ESSER funds

Funds will be used to continue initiatives and programs that were purchased and implemented with previous ESSER funds. We plan to continue to purchase curriculum and materials for each of the core subject areas: English, math, science, and social studies for the elementary, middle,

and high schools. We plan to replace instructional supplies for previously purchased science kits. We also plan to continue to purchase academic assessments as well as curriculum software. We plan to continue to purchase technology equipment including the purchase/replacement of chromebooks, chromebook carts, desk-top computers, touch panels, equipment for mobility of touch panels, thumbdrives, printers, copiers, and document cameras. We plan to continue utilizing funding for wireless service through jetpacks that allowed our students to access internet as a result of distance learning. Funding will be used to replace furniture such as student and teacher desks, fixtures, supplies, and materials. Funds will continue to be utilized for the career and technical education pathways which will include salary and fringe for CTE personnel for new and emerging programs, resources, equipment, hardware, and software. We also plan to continue funding for the salary of mental health counselors. We will continue to fund additional program personnel, teachers, preschool teachers and aides, security services, general liability insurance, postage, cell phone services, newspaper advertisements, and two additional trucks/vans.

2. Describe how the district 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.

The district will ensure that interventions address the academic impact of lost instructional time and respond to the needs of all students by monitoring the usage and data of programs by school administrators, instructional coaches, and district personnel. School PLC's will target student needs through data analysis of academic assessments, intervention and academic programs, and behavior programs. Through PLCs, at-risk students from in-school, afterschool, and summer programming will be identified for academic, social, emotional, and mental health needs of students. Appropriate learning plans will be developed for identified students and additional resources and services identified and implemented.

3. Describe how the district conducted meaningful consultation with the required stakeholders and how stakeholder feedback was utilized in planning.

The Whitley County School District convened a Pandemic Committee that consisted of the Superintendent, Deputy Superintendent, Director of Pupil Personnel/Safe Schools Coordinator, Director of Special Education, Director of Transportation, Chief Information Officer, Director of Human Resources, School Nutrition Director, School Principals, the school district health care provider, school nurse, and lead teacher representatives. This committee routinely consulted with the Whitley County Health Department and local government agencies regarding safety protocols, continuation of services, mitigation strategies, etc. The Pandemic Committee performed a needs assessment gathering feedback from parents, faculty, and staff regarding their needs and concerns. Furthermore, school principals performed a needs assessment and updated the committee with the individual needs of their school. The committee developed a plan to address the identified needs in order to provide the most effective services and assistance to students and staff in our district. Stakeholder input was collected from

discussions, conversations, and surveys from parents, students, teachers, principals, staff, Family Resource directors, the McKinney-Vento liaison, Title 1 Coordinator, and community members as well as from representatives of various groups within our county. These groups include the Kentucky Education Association – Whitley County Chapter, Kentucky Association of Professional Educators, Save the Children, Whitley County Board of Education staff, etc. The ongoing committee discussions are continuously relayed to members of the Whitley County Board of Education. Whitley County does not have any civil rights organizations in which to consult.

The Whitley County District Leadership Team reviewed all input and responses while developing Whitley County's ARP ESSER Plan. These responses were analyzed for alignment with the district's mission and for compliance and allowability under the ESSER guidelines. Many of the various actions and strategies in the plan were voiced by multiple stakeholders confirming that the district plans to use the funds to fulfill its mission and goals for the students, parents, and teachers in the Whitley County School District.

4. Identify relevant citations for evidence-based practices listed in plan.

Afterschool Programs
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Amira
Mostow, J., Nelson-Taylor, J., & Beck, J. E. (2013). Computer-guided oral reading versus independent practice: Comparison of sustained silent reading to an automated reading tutor that listens. *Journal of Educational Computing Research, 49*(2), 249–276.

Add+Vantage Math Recovery
Smith, T. M., Cobb, P., Farran, D. C., Cordray, D. S., & Munter, C. (2013). Evaluating Math Recovery: Assessing the Causal Impact of a Diagnostic Tutoring Program on Student Achievement. American Educational Research Journal, 50(2), 397-428.

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Kagan Structures
Kagan, S. Kagan Structures: Research and Rationale. San Clemente, Ca: Kagan Publishing. Kagan Online Magazine, Spring 2001. (2001).

Literacy Design Collaborative
Herman, J. L., Epstein, S., Leon, S., Dai, Y., La Torre Matrundola, D., Reber, S., & Choi, K. (2015). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards,

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Collet-Klingenberg, L. (2008). *Overview of Picture Exchange Communication System (PECS) for children and youth with autism spectrum disorders.* Madison, WI: National Professional Development Institute on ASD, The Waisman Center, The University of Wisconsin.

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DeWitt, P. (2018). Using the Visible learning research to INFLUENCE collaborative leadership. *Education Sciences*, *8*(4), 219. https://doi.org/10.3390/educsci8040219