



ARP ESSER Plan

I. How will the LEA use funds to implement prevention and mitigation strategies consistent with CDC guidance on reopening schools?

The district will continue to follow guidance from the local health department, state, and federal agencies (CDC) and adjust as necessary for best practices in responding to the ever-changing COVID-19 virus. The district has been and will continue to be in constant contact with the local Health Department on **community transmission** level data to make informed decisions on a local level.

Funds will be used on **prevention strategies** and promoting healthy equity by purchasing masks, hand sanitizer, dispensers, and other protective equipment. The equipment will be placed on campus and buses as needed. Handwashing, cleaning and disinfecting will continue to be a part of the schools response plan as outlined in the CDC guidance documents.

Funds will also be used for **ventilation** issues by replacing or upgrading HVAC systems and the mechanical upgrades needed to make that happen in buildings that have older systems in place. In the case where it is not practical to use the funds on an upgrade the funds will be utilized in conjunction with capital outlay and bonding capacity to replace a 1956 elementary school. In addition to replacing the poor ventilation from the HVAC the new construction will allow the district to create more classrooms that are larger to help maintain **physical distancing**.

The district will encourage all students and staff that are eligible to become vaccinated to **promote vaccination**. The district will utilize the toolkit for COVID-19 on the CDC website to print and place posters around campus to promote mask wearing, hand sanitizing and vaccinations. The district will continue to work with its partners *Healthy Schools Clinic* and the *Lake Cumberland District Health Department (LCDHD)*, to provide information to parents, students, and staff on COVID-19 prevention strategies. In addition, the clinic in coordination with the local health department may be available to provide staff and students with screenings and vaccines if they choose to do so, depending on the availability of the screening tests and vaccines and parent permissions. The LCDHD will be utilized for contact tracing, isolation, and quarantine guidance.

II. How will the LEA use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions?

Funds will be used to pay staff salaries and transportation costs to offer summer school for the next two years. Summer school provides an extended learning opportunity for students who suffered most as the result of lost in-person instruction during the 2020-2021 school year. The

findings of the [Rand Report on Effective Summer School Programs](#) will provide a design framework for summer learning opportunities in our district. The Rand Study, conducted from 2011 - 2014, suggests that effective summer school programs have common characteristics including a focus on intensive, small group instruction that is anchored in the school curriculum, and tailored to meet the needs of individual students.

Funds will also be used to offer before and after school tutoring programs for the next two years. Costs associated with these programs include staff salaries and transportation. Research has shown that tutoring programs can be highly effective at accelerating student learning when they incorporate certain essential elements. Wayne County Schools will use the findings of [Accelerating Student Learning with High-Dosage Tutoring](#) study published by EdResearch for Recovery. This study will provide a framework for before and after school tutoring programs funded by ARP ESSER.

Wayne County Schools will recruit and hire ten additional elementary teachers to reduce class sizes for the next two years. Smaller class sizes allow for teachers to provide more individualized and personalized instruction for students, and thus help offset lost learning. Studies such as the [STAR Experiment](#) have shown that reduced class sizes in K-3 have immediate impacts on student behavior and achievement, including improved test outcomes and school engagement, and reduced grade retention. The STAR experiment also concluded that these benefits were even greater for students from poverty, minority students, and male students. Local data indicates that students from poverty were more likely to be negatively impacted by learning loss during the pandemic, so smaller class sizes may prove to be a particularly important intervention in our district.

We also plan to use ARP ESSER funds to hire and train eight additional instructional assistants for elementary classrooms. Evidence exists to show that teaching assistants can have a positive impact on proficiency in reading and math, as well as student absenteeism and tardiness. One key to the effectiveness of instructional assistants is that they receive proper training and be used in ways that [maximize their effectiveness](#). Wayne County Schools plans to utilize these additional assistants in ways that are consistent with the relevant research.

Wayne County Schools will also use ARP ESSER funds to pay salaries for 3 additional middle/high teachers to provide RTI services and assist with credit recovery and performance-based credit. [Field studies of RTI programs](#) analyzed many studies on the effectiveness of RTI. All of the studies examining the impact of an RTI program on academic achievement or performance resulted in some level of improvement, and the authors attributed the changes to the RTI approach they used.

Citations for Evidence-Based Interventions

Summer school

[Rand Report on Effective Summer School Programs](#)
<https://www.wallacefoundation.org/knowledge-center/Documents/Every-Summer-Counts-A-Longitudinal-Analysis-of-Outcomes-from-the-National-Summer-Learning-Project.pdf>

After school tutoring

[Accelerating Student Learning with High-Dosage Tutoring \(brown.edu\)](#)

<http://afterschoolalliance.org/documents/AA3PM-2020/AA3PM-Executive-Summary.pdf>

Class size-reduction

[Positive Results from Class Size Reduction](#)

<https://drive.google.com/file/d/1yd6Pq2r9wzzS9KcyKqIVyoW9afITNbkQ/view?usp=sharing>

Instructional assistants

<https://files.eric.ed.gov/fulltext/ED573191.pdf>

https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf

Response to intervention (RTI)

<http://www.rtinetwork.org/learn/research/field-studies-rti-programs>

<http://www.rtinetwork.org/learn/research/selectingcorecurriculum-tier1>

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

III. How will the LEA spend the remainder of its funds?

In May 2021 it became quite clear that a larger than normal group of staff planned to retire at the end of the 2020-21 school year in response to the COVID-19. Along with the added number of new staff that the district was attempting to hire listed above, it was clear that we needed to entice staff to postpone retirement in order to maintain continuity of services for students. At the June BOE meeting the board decided to amend the salary schedule for 2021-22 and utilize ARP funds as follows.

Object Code 0113

Use: Maintain/continuity of services; continued staff employment

Stipend for \$1,000 for all certified staff for 2021-2022. Teachers are expected to provide services to students outside of the regular school day virtually to address student and parent needs to minimize learning loss and to prevent, prepare for, or respond to COVID-19.

Object Code 0131 Other Classified Pay

Use: Maintain/continuity of services; continued employment

Stipend of \$1,000 for all classified staff for the 2021-2022 school year to provide services to maintain continuity and continue employment of existing staff. Classified personnel may be required to provide a variety of services to schools/students to be able to address learning loss and to prevent, prepare for, or respond to COVID-19.

The remainder of the funds will be used in responding to COVID-19 by improvements to school facility's HVAC systems and added space requirements due to COVID-19.

A generalized breakdown of funds are as follows:

- 25% STAFFING
- 10% INSTRUCTIONAL MATERIAL INCLUDING EDUCATIONAL TECHNOLOGY
- 5% TRANSPORTATION (SUMMER AND AFTERSCHOOL)
- 60% CONSTRUCTION (HVAC AND MECHANICAL)

IV. How will the LEA 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?

In addition to the items mentioned in part II of the plan, the district will continue its strong collaboration with its community mental health partners to assist students in need of support. Each school has purchased a Student Management and Transportation (SMT) program that will have a system in place to log the hours each therapist is spending in the schools. Counselors in each school will monitor the system and provide the principal with ongoing data to assist in decision making to help students with the mental strain the virus has placed on them.

V. Evidence of meaningful stakeholder engagement:

The superintendent began the planning process for use of ARP funds with the district leadership team that had been utilized for ESSER I and II. The team sought input from schools and district level departments using the schools needs assessment processes. Principals in each of the schools utilized their SBDM processes engaging their stakeholders to submit requests\needs for funding. The superintendent and federal programs coordinator met with the local KEA president and shared the plan and sought feedback on several occasions. The planning team even traveled to neighboring districts to communicate and build a network of ideas on how to best use the funds. The plans were shared with the public via the district website and the local newspaper on May 21st and then again on June 18th after the local BOE approved the recommendations from the planning team. A Google Form was shared with all stakeholders on the district webpage in July to allow for feedback. In addition, a public hearing was held on July 27th at the BOE office to allow for input before the plan was submitted to KDE. All the needs were then prioritized by the team to make the best use of the funds for responding to and preventing future infections.