

## Lewis County Schools-ARP ESSER Spending Plan

### Consultation Process

#### Consultation Occurred with the Following:

- Parents
- Students
- Local Elected officials
- School Administrators
- School Level Staff
- District Staff including those who work with historically disadvantaged groups along with the office of civil rights
  - Director of Special Education
  - Director of Pupil Personnel / Food Service Director
  - Civil Rights Contact
  - Title 9 Contact
- Members of the Local Planning Committee
- Member of the School Calendar Committee
- KEA and KAPE members
- Non-KEA and KAPE members
- MaryAnn Taylor (KY office of Civil Rights)
- Structural and Mechanical Engineers

When Lewis County School became aware of the potential for receiving \$7,172,397.00 we immediately started the consultation process. In late spring and early summer of 2021, Superintendent Weddington along with other central office staff started discussing the immediate needs that they had observed throughout the district and through conversations with students, staff (all levels) and community members. Those preliminary conversations revolved around a few main areas.

1. Learning loss (increasing staff to create smaller groups of students)
2. Upgrades to air control systems to reduce transmission/environmental hazards related to COVID-19
3. Ensure technology infrastructure (devices) are readily available in the event of extended closures.

At that point consultations then expanded to in depth conversations with mechanical and structural engineers to review current facilities to get estimations on what funding would need to be appropriated to upgrade systems that would help reduce the transmission of COVID-19. These

conversations occurred while tours of the building were taking place and systems were reviewed in person. Shortly after these conversations took place the Local Board of Education were presented a tentative ESSER III budget to seek input. This conversation took place in open session and was attended by staff and parents. The board was informed of the plans to continue forward with the consultation process.

The next phase of the consultation process involved reaching out to members of the District Local Planning Committee and members of the School Calendar Committee. Members of these committees consisted of parents of students, business owners, elected officials, employees of non-profit groups, and community stakeholders. This consultation occurred via e-mail. The e-mail explained the components of ESSER III which included the 20% learning loss information. The following comments were received through that consultation process.

- Playground expansion discussion for social distancing
- Intervention Teachers to decrease class size at times and address learning loss
- Expand on Summer School Opportunities
- Expand technology hardware and software
- Purchase consumable instructional supplies
- Upgrade HVAC systems and roofing systems to reduce the transmission of COVID and to reduce environmental hazards.

The third phase of the consultation included a google survey. This survey collected results from members of KEA, non-KEA members, various staff, and parents of students. Emails were sent to civil rights organizations. The District Title 9 coordinators and Co-Coordinator along with the district DPP and DoSE was consulted with to seek feedback on disadvantaged groups such F/R lunch and Special Populations. The Office of Civil/Human Rights was consulted as well. The expected spending suggestions was reviewed and some great thoughts were provided by the Office of Civil Rights, those thoughts were the following:

- Use the additional support staff/mental health/guidance counselors to assist foster care children leaving high school as they transition to college or the workforce
- Use the funding to help support with supplies for all children
- Use funding to help support students with technology hardware that would help ensure they have access the same instruction if/when schools go on extended closures
- Support summer school programs

Based upon the consultations that had occurred up to this point the google survey was formulated to allow stakeholders to prioritize what they felt would be a good use of the funding. The following items were to be selected from:

1. HVAC upgrades for air quality
2. Roofing upgrades to reduce environmental hazards

3. Intervention teachers to address learning loss
4. Summer School Programs to address learning loss
5. Technology Purchase (renewal of outdated hardware)
6. Consumable instructional Materials
7. Renewal of existing online software/programs
8. Professional Development Opportunities

The survey indicated the following information:

Top Priority:

- 48.1% viewed intervention teachers as a need
- 18.5% viewed upgrades to air control systems as a need
- 11.1% viewed roofing upgrades as a need
- 11.1% viewed consumable materials as a need
- The rest consisted of summer school opportunities, technology upgrades and renewal of online programs as a need

In addition to the top priority data the following data also appeared for priorities 2-5

- Renewal of Programs
- Intervention teachers
- HVAC upgrades

The information from the entire consultation process was then applied to the creation of the budget listed below. The above information was taken into account when preparing the budget. The data that was collected was also compared to the allowable expenditures in the funding matrix to ensure what was being placed in the budget was an appropriate use of funds.

**How funds will be used to implement prevention and mitigation strategies consistent with CDC guidance on reopening schools.**

<b>Time Frame 2021-2024</b>	<b>Estimated Budget</b>	<b>Strategy/Funding Use</b>	<b>Evidence/Citations</b>
2021-2024	\$4,977,397.00	Building upgrades to increase ventilation systems	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#ventilation">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#ventilation</a>
2021-2024	“Covered with above cost”	Building upgrades to reduce environmental hazards. These upgrades would allow us to utilize more parts of our building for social distancing and to reduce roof leakage which leads to a variety of environmental hazards.	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#physical-distancing">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#physical-distancing</a>
2021-2024	\$15,000	Disease mitigation supplies and equipment to prevent the spread of illness and variants of COVID-19.	Mitigation Guidance for COVID-19 Consideration for Reopening Schools <a href="https://education.ky.gov/comm/Documents/Reopening%20Guidance%20%20051520kf_tkt%20421pm%20TM.pdf">https://education.ky.gov/comm/Documents/Reopening%20Guidance%20%20051520kf_tkt%20421pm%20TM.pdf</a>

**How funds will be used to address the academic impact of loss of instructional time through implementation of evidence-based interventions**

<b>Time Frame</b>	<b>Estimated Budget</b>	<b>Strategy/Funding Use</b>	<b>Evidence/Citations</b>
2021-2024	\$600,000.00	The hire of additional Intervention teachers to help students that have experienced learning loss. One intervention teacher at each elementary school, two at the middle and high school level.	Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention system (LLI). Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <a href="https://eric.ed.gov/?id=ED544374">https://eric.ed.gov/?id=ED544374</a>  Kidron, Y., and Lindsay, J. (2014). The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review (REL 2014–015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and

			Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a>
2021-2024	\$75,000.00	Expansion of Afterschool / Summer School Opportunities for Credit Recovery to include middle and high school. This past summer school program showed success in this area and we would like to expand on this success.	<p>Alexander, K., Pitcock, S., &amp; Boulay, M. C. (Eds.) (2016). <i>The summer slide: What we know and can do about summer learning loss</i>. New York: Teachers College Press. Retrieved from <a href="https://eric.ed.gov/?id=ED572666">https://eric.ed.gov/?id=ED572666</a></p> <p>Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. <i>Journal of Staff Development</i>, 34(6), 46–49. Retrieved from <a href="https://learningforward.org/docs/default-source/jsd-december-2013/browne346.pdf?sfvrsn=2">https://learningforward.org/docs/default-source/jsd-december-2013/browne346.pdf?sfvrsn=2</a></p> <p>Kim, J. S., &amp; White, T. G. (2011). Solving the problem of summer reading loss. <i>Phi Delta Kappan</i>, 92(7), 64–67. Retrieved from <a href="https://scholar.harvard.edu/files/jameskim/files/prof_pub-pdk-white-2011-summer_loss.pdf?m=1368105328">https://scholar.harvard.edu/files/jameskim/files/prof_pub-pdk-white-2011-summer_loss.pdf?m=1368105328</a></p>
2021-2024	\$350,000.00	Instructional materials to assist with instruction and interventions.	<p>Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas &amp; Pinnell’s Leveled Literacy Intervention system (LLI). Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotzky, T., Huang, Y., &amp; Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <a href="https://eric.ed.gov/?id=ED544374">https://eric.ed.gov/?id=ED544374</a></p>
2021-2024	\$175,000.00	Instructional Software Programs	<p>Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas &amp; Pinnell’s Leveled Literacy Intervention system (LLI). Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotzky, T., Huang, Y., &amp; Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <a href="https://eric.ed.gov/?id=ED544374">https://eric.ed.gov/?id=ED544374</a></p>

2021-2024	\$330,000.00	Workshop/Educational Consultant	Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention system (LLI).Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotzky, T., Huang, Y., & Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <a href="https://eric.ed.gov/?id=ED544374">https://eric.ed.gov/?id=ED544374</a>
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***How the LEA will spend the remainder of its funds.***

<b>Time Frame</b>	<b>Estimated Budget</b>	<b>Strategy/Funding Use</b>	<b>Evidence/Citations</b>
2021-2024	\$350,000.00	Expand technology infrastructure, and hardware to replace damaged materials that were sent to homes during the pandemic and to continue to offer the software programs that we are utilizing to help meet the instructional needs of our students. <b>(50,000 coded as other communications)</b>	Margolin, J., Pan, J., & Yang, R. (2019). Technology use in instruction and teacher perceptions of school support for technology use in Iowa high schools (REL 2019–004). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from <a href="https://ies.ed.gov/ncee/edlabs">https://ies.ed.gov/ncee/edlabs</a> .  Tugun, V. (2018). Impacts and Opinions on the Technology Self-Sufficiency of the Students who are Coding Education in the Flipped Classroom Adapted to the ARCS Motivation Model. TEM Journal, 7(2), 366–371.

<b>How the LEA will ensure interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students.</b>			
<b>Time Frame</b>		<b>Strategy/Funding Use</b>	<b>Evidence/Citations</b>
2021-2024	\$200,000.00	Supplement any cost for our School Mental Health Counselor	<p>Barr, A. B. (2015). Family socioeconomic status, family health, and changes in students' math achievement across high school: A mediational model. <i>Social Science &amp; Medicine</i>, 140, 27–34. Retrieved from <a href="https://www.ncbi.nlm.nih.gov/pubmed/26189011">https://www.ncbi.nlm.nih.gov/pubmed/26189011</a></p> <p>Basch, C. E. (2010). <i>Healthier students are better learners: A missing link in school reforms to close the achievement gap</i> (Research Review No. 6). New York: Campaign for Educational Equality, Teachers College, Columbia University. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED523998.pdf">https://files.eric.ed.gov/fulltext/ED523998.pdf</a></p>
2021-2024	\$100,000.00	Additional pay school guidance counselors/other staff that work days beyond their contract.	Centers for Disease Control and Prevention. (n.d.). <i>Health and academic achievement</i> . Atlanta, GA: Author. Retrieved from <a href="http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf">http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf</a>

20% learning loss requirement met-2,180,000.00

Remaining Funds-4,992,397.00

Total Allocation-\$7,172,397.00