



American Rescue Plan Act * Elementary and Secondary School Emergency Relief Fund (ARP ESSER)
LEA Plan for Use of ARP ESSER Funds
ARP Section 2001(e)

District Name	Mason County Schools
ARP ESSER Allocation	\$6,520,389.00
Location	Maysville, Kentucky
Superintendent	Superintendent, Rick Ross
Date	Original Submission: July 30, 2021 Review & Resubmission to KDE: August 27, 2024

Creating Safe and Healthy Learning Environments: (Narrative 1)

Mason County Schools will (Qu. 1) **implement prevention and mitigation strategies consistent with CDC guidance on reopening schools** and are approved per the [U.S. ED's May 2021 FAQs concerning Elementary and Secondary School Emergency Relief Programs](#), pages 10-12: “The activities that are listed in... section 2001(e) of the ARP Act that an LEA may support with ESSER funds...” and are chosen by the district to prevent and mitigate COVID-19 are:

- 9. *Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.*
- 12. *Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.*
- 14. *Providing mental health services and supports, including through the implementation of evidence-based full- service community schools.*
- 17. *School facility repairs and improvements to enable cooperation of schools to reduce risk of virus transmission, and exposure to environmental health hazards, and to support student health needs.*
- 18. *Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non- mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.*
- 19. *Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.*

As outlined in the *Mason County Schools Safe Return to In-Person Instruction and Continuity of Services Plan*, ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening school, in order to continuously and safely open and operate schools for in-person learning. The projected allocation for prevention and mitigation strategies is: \$2,653,504.64.

Below, you will find a short description of each practice where the district outlines the intended use of the funds to prevent, prepare for, or respond to the COVID-19 pandemic, including its connected impact to the social, emotional, mental health, and academic needs of the students. Additionally, the district provides the alignment to the allowability category connecting the practice to one of the authorized uses of ESSER funds.



#9: In response to the COVID-19 pandemic, the district is offering a virtual learning option for those students and families whose health or well-being would be negatively impacted in an in-person education. *The Mason County Virtual Academy (MCVA)* is designed to provide students an opportunity to earn an accredited education virtually or through blended learning opportunities. Students who are considered traditional students currently enrolled in Mason County Schools will be allowed to enroll as well as students leaving Home School settings in Mason or other counties. MCVA curriculum is based on the Mason County Schools approved accredited curriculum and the student's success plan. The curriculum is personalized for each student, based on the student's needs, goals, and aspirations. The district will use funds to provide two **virtual learning teachers** who will serve the students of the MCVA (Grades K-12) and to purchase **resources and any other related services** to implement the instruction within the MCVA.

#9 & #19: Actions to prevent, prepare for, and respond to COVID-19 by providing **Personal Protective Equipment (PPE)** and in contracting for **custodial cleaning services, supplies, and equipment** at all district buildings to ensure a safe, clean and healthy environment for students and staff (Grades PreK-12).

#9 & #19: School facility update to renew the MCIS **cafeteria seating and layout** to meet the nutritional needs of underserved students and allow for adequate social distancing to ensure a clean and healthy environment for students (Grades 3-5).

#9 & #19: Transportation fleet increase to reduce the spread of COVID-19 and reduce capacity per bus to allow for proper social distancing with the purchase of two **additional school buses** (Grades PreK-12). Furthermore, funding will be used to make certain each school bus has a **bus monitor** to assist students in following the requirements outlined within the CDC guidelines for bus transportation.

#12: Meet the nutritional needs of underserved students in the school community by purchasing a **food delivery vehicle** to ensure all virtual, quarantined, or home-bound students have equitable access to the USDA's child nutrition programs and increase the availability of hot lunches (Grades PreK-12).

#14: Prioritize student overall well-being and social and mental health by ensuring student access to a **school counselor** at each school to meet students' academic, social, emotional and other needs through the *Second Step Program* as well as the trauma induced by the COVID-19 pandemic (Grades PreK-12). Also, the district will provide responsive classroom strategies taught by **behavior intervention teachers** to support students' emotional and behavioral needs (Grades 3-12). Counselors and behavior interventionists will be provided **funding to purchase necessary curriculum and resources for trauma informed and responsive care** (Grades PreK-12). Additionally, funds may be used to provide teachers with high-quality **professional development in social emotional learning, mental health supports, and trauma informed care**. Finally, funds will be used to support the MCHS **Smile Club** as part of the *Rae of Sunshine Foundation* to reduce the stigma of mental health and increase access and resources to social and emotional health support resources through positive acts of kindness (Grades 9-12, but PreK-12 benefit from their programming).

#17: School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs by allowing for proper social distancing through **replacing bleachers** in the lower arena of MCHS Fieldhouse for school-wide assemblies and physical education classroom instruction; purchasing new **classroom furniture (3-12)**; and replacing **physical education classroom equipment** (Grades 9-12).

#19: Actions to prevent, prepare for, and respond to COVID-19 through the **Health Coordinator's** duties in ensuring each school has a highly-qualified **nurse** and appropriate health **supplies** within each school's health unit to provide and maintain a healthy learning environment. School nurses will oversee health and safety protocols to mitigate the spread of COVID-19 as well as create, distribute and coordinate care plans to maintain students' physical health for optimum learning (Grades PreK-12). Additionally, the Health Coordinator will oversee those **staff members conducting COVID testing** for students and in contact tracing/ reporting positivity rates to the local health agency.

Addressing Learning Loss (Narrative 2 & Narrative 4)

Mason County Schools will use funds to (Qu. 2) **address the academic impact of lost instructional time through the implementation of evidence-based interventions** and (Qu. 4) **ensure those interventions respond to the academic, social, emotional and mental health needs of all students**, per the [U.S. ED's May 2021 FAQs concerning Elementary and Secondary School Emergency Relief Programs](#), pages 10-12: "The activities that are listed in... section 2001(e) of the ARP Act that an LEA may support with ESSER funds..." and are chosen by the district to address the academic impact of lost instructional time are:

15. *Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.*

16. *Addressing the **academic impact of lost instructional time** among an LEA's students, including low- income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including by--*

- a. *Administering and using high- quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.*
- b. *Implementing **evidence-based** activities to meet the comprehensive needs of students.*
- c. *Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.*
- d. *Tracking student attendance and improving student engagement in distance education.*

ARP ESSER funds will be used to provide evidence-based activities and support to help improve the achievement of students to address the impact of lost instructional time due to the COVID-19 pandemic. The district is required to set aside 20% (\$1,304,077.80) of its ARP ESSER allocation and the district projects utilizing \$1,418,825.11 for these efforts.

Below, you will find a short description of each practice where the district outlines the intended use of the funds to prevent, prepare for, or respond to the COVID-19 pandemic, including its connected impact to the social, emotional, mental health, and academic needs of the students. Additionally, the district provides the alignment to the allowability category connecting the practice to one of the authorized uses of ESSER funds. Finally, the district provides citation of evidence to support the interventions chosen in this category.



#15: In response to the COVID-19's effect on students' learning, the district will provide **summer learning camps** to expand students' access to high quality learning and opportunities that support well-being, reduce gaps in key grade-level standards, and provide exposure to new adventures, skills, and ideas outside the schools' walls. Activities include fun and engaging experiences in core content areas as well as extra-curricular choices. Community partners will be utilized to help students build real-world skills. (Grades K-8)

The district will follow a model from the [Summer Matters](#) approach to:

- Support student learning to increase or maintain academic progress.
- Provide opportunities for social-emotional learning and well-being for students.
- Foster the renewal and cultivation of supportive peer relationships.
- Celebrate talent and provide opportunities for creative youth development.
- Offer opportunities to engage in nature, arts, and physical activities.
- Increase community engagement in student's well-being and academic preparedness.

Citations of Evidence:

1. Alexander, Karl & Entwisle, Doris & Olson, Linda. (2007). Lasting Consequences of the Summer Learning Gap. American Sociological Review - AMER SOCIOL REV. 72. 167-180. [Link](#)
2. [How Summer Learning Strengthens Student Success \(Independent Evaluation\)](#)
3. [Examining Summer Learning Loss & Achievement Gaps in 2021 \(San Diego Foundation\)](#)
4. [Leveraging the Power of Afterschool and Summer Learning for Student Success by Terry K. Peterson](#)

#16: John Hattie states that *excellence in teaching is the single most powerful influence on achievement*. Therefore, the district is using funds to provide **additional classroom teachers** to reduce classroom size to not only allow for increased social distancing, but to also allow for more individualized student attention. (Grades PreK-8) Also, funds will be used to support **teachers' time and effort** to reduce students' learning gaps, beyond their contractual day (Before school, planning period, duty-free lunch, after school/ evening). Teachers will not only independently strive to help students succeed, but also work within the Professional Learning Community (PLC) to achieve collective teacher efficacy (1.57 effect size) and plan, implement instruction, monitor its effectiveness, and make instructional decisions to best collectively serve students (Grades PreK-12). Some extra duty work includes:

- PLC Meetings
- Student tutoring/ small group instructional sessions
- Co-teaching of small groups
- Virtual instructional sessions
- Increase parental involvement and awareness of the educational process
- Meeting and planning instruction with virtual teachers/ developing digital learning content
- Home visits, parent and student conferences/ connections
- Data analysis and instructional decision-making for interventions
- Research and/or professional development in best practices to increase student achievement

Additionally, the district will focus on utilizing highly- qualified teachers to serve in intervention positions with the elementary to ensure all students are proficient in reading and mathematics. These positions will include: **Reading Intervention/ Direct Instruction Coaches** and **Intervention Teacher/ Coordinator** (Grades PreK-8). The district will use funds to purchase **resources** to implement the interventions. Their roles will include:

- Using data to make intervention decisions and student placement
- Providing research-based reading and/or math interventions to small groups of identified students
- Monitoring students' data to move them along the learning continuum
- Connect with classroom teachers to provide instructional insight and information on student progress

In grades 9-12, the district will focus on helping students who found hybrid/ virtual learning as a barrier during the COVID-19 shut downs and are missing key credits for graduation. The school will utilize a highly-qualified **Credit Recovery** teacher to improve the system for supporting students through programming that will help them recoup lost learning and master content to obtain high school credit.

Citations of Evidence:

1. [Kentucky Multi-Tiered System of Supports \(KyMTSS\)](#)
2. Teacher Impact:
 - a. Hattie, J.A.C. (2003, October). Teachers make a difference: What is the research evidence? http://research.acer.edu.au/research_conference_2003/4/
 - b. Oppen, Isaac M., Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2019. https://www.rand.org/pubs/research_reports/RR4312.html.
3. Class Size Reduction:
 - a. Achilles, C. M. (2012). Class-size policy: The STAR experiment and related class-size studies. *NCPEA Policy Brief*, 1(2), 1-9. <https://eric.ed.gov/?id=ED540485>
4. The PLC and Collective Teacher Efficacy on Student Achievement:
 - a. Akiba, M. & Liang, G. (2016). Effects of Teacher Professional Learning Activities on Student Achievement Growth. *Journal of Educational Research*, 109(1), 99–110. https://www.lib.fsu.edu/sites/default/files/scholarship/effects_of_teacher_pl_activities.pdf <https://eric.ed.gov/?q=&id=EJ1094016>
 - b. [The Power of Collective Efficacy by Jenni Donohoo, John Hattie, and Rachel Eells](#)
5. Extended School Services:
 - a. [Leveraging the Power of Afterschool and Summer Learning for Student Success by Terry K. Peterson](#)
 - b. [Extended School Day/Year Programs: A Research Synthesis. Spotlight on Student Success](#)
 - c. [704 KAR 3:390](#) (ESS Regulation)
 - d. [KRS 158.070](#) (ESS Statute)
6. Reading Coaches:
 - a. [A Study of the Effectiveness of K-3 Literacy Coaches](#)
7. Credit Recovery:
 - a. [Education Commission of the States \(June, 2011\). Credit Recovery and Proficiency Based Credit. The Progress of Education Reform. 12:3.](#)
8. Intervention Programs:
 - a. [Direct Instruction](#)
 - b. [Reading Mastery](#)

- c. [Corrective Reading](#)
- d. [Heggerty: Bridge the Gap](#)
- e. [Sonday System](#)
- f. [Marilyn Burns: Do the Math](#)
- g. [Edgenuity: Odysseyware](#)
- h. [Second Steps](#)

Other Activities to Promote Educational Excellence for All (Narrative 3)

Mason County Schools will (Qu. 3) **spend the remainder of its APR ESSER funds** per the [U.S. ED's May 2021 FAQs concerning Elementary and Secondary School Emergency Relief Programs](#), pages 10-12: "The activities that are listed in... section 2001(e) of the ARP Act that an LEA may support with ESSER funds..." and are chosen by the district to address the revitalization of the educational programming for all students following the COVID-19 pandemic:

1-5. Any activity authorized by: ESEA, IDEA, AEFLA, Perkins Act, McKinney- Vento Act.

7. Providing Principals and other school leaders with the resources necessary to address the needs of their individual schools.

8. Activities to address the unique needs of low- income children or students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness and foster care youth, including how outreach and service delivery will meet the needs of each population.

13. Purchasing educational technology (Including hardware, software and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low- income students and students with disabilities, which may include assistive technology or adaptive equipment.

20. Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.

ARP ESSER funds will be used to provide a cohesive, enriching, and rigorous learning experience for all students to eliminate learning gaps caused by the global pandemic. The projected allocation for the remaining use of ARP ESSER funds to promote academic excellence for all students is: \$2,448,059.25.

Below, you will find a short description of each practice where the district outlines the intended use of the funds to prevent, prepare for, or

Mason County Schools is providing reasonable opportunities for the participation of teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of this program. Any application, evaluation, plan or report related to this program will be made readily available to parents and other members of the general public by request.

The district created an [ARP ESSER Survey](#) to obtain stakeholder feedback from the entire Mason County Community, including: students, teachers, KEA/ KASA, parents, and community members. The survey was posted on all the district and schools' social media platforms, emailed to all Mason County staff members (Certified and Classified), sent through the *One Call* (Text or email) to each school's listservs, and posted to the main page of the Mason County website on July 20, 2021. The district will accept survey feedback and make revisions to the Mason County ARP ESSER Plan, as necessary, until July 29, 2021.

The District Federal Grants Director was invited to speak at the *Rotary Club of Maysville*, on July 20, 2021. As one of Maysville's oldest civic organizations, The Rotary Club is made up of a diverse group of men and women who work and serve in a variety of capacities in Maysville. Its purpose is, *"To develop a diverse, engaged, professional group that is the benchmark service organization in our community."* The organization received an overview of the American Rescue Plan locally, how it has impacted the school district, a preview of the draft ARP ESSER Plan, and encouragement to participate in the ARP ESSER Survey to provide input and feedback to the district in utilizing ARP ESSER funds to address students' needs.

The district created the Mason County Schools Commission for the School and Community Alliance to build strong school and community relationships and develop a shared responsibility in the educational process. The alliance is made up of a variety of stakeholders including: School and district administrators, School Based Decision Making Council Members (SBDM), teachers, parents, Mason County Education Association (MCEA) members, and community members. Members of this team have agreed to serve a two-year term to:

- Gain a deep understanding of the instructional goals of the local school system.
- Provide feedback and input on educational initiatives within the district.
- Connect with educators and understand the roles and responsibilities of the local community in educating its youth.
- Assist the school district in its continuous improvement efforts.
- Learn and share the #MagicOfMason...

The *Commission for School and Community Alliance* explores a diverse set of topics that include, but are not limited to: Federal Funding (Title 1, ARP ESSER), Comprehensive District Improvement Planning, School Safety, Graduate Profile (Royal Diploma), Strategic Planning, Student Equity, & more. Agendas topics will remain flexible, allowing the alliance to be responsive to current issues, community questions and student needs. The inaugural meeting was held on July 20, 2021 for the group to specifically learn about and provide input upon the Mason County Schools ARP ESSER Plan. All feedback was taken into account and changes were made to the plan per this body's suggestions. Additionally, the revised plan was placed on the Mason County School's website on July 21, 2021 and the district will accept public comment provided to the Federal Funds Director, Holly Kimble, and make revisions to the Mason County ARP ESSER Plan, as necessary, until July 29, 2021.

Within the district, individual schools conducted needs assessments to determine how ARP ESSER funds may best serve the identified needs of

students. Teachers and teams provided input and ideas for utilizing the federal funds to advance the instructional programming of their content. That input was used in developing the Mason County ARP ESSER Plan.