



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	Spencer County Public Schools
Superintendent	Chuck Adams, Superintendent Chuck Abell, Acting Superintendent
URL access to plan posted on district site	https://docs.google.com/document/d/1UWe747xanJ0u7lQaMSJKR0AtNMK7q0ZPz-FuZWE3isU/edit
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Prior to formulating the ARP ESSER LEA Plan, the Spencer County School District conducted an extensive course of meaningful consultation with required stakeholders. First, a communitywide survey was administered to ensure equitable and timely feedback concerning the prevention, preparation, and response to COVID19 and its ramifications on the reopening of our schools. The survey had over 650 respondents including parents, staff, community members, board members, and administrators. The survey was posted on the district website and shared on district and school social media pages. Additionally, separate meetings were held with district leaders including those representing marginalized groups of students, Spencer County Education Association representatives, and the members of the board of education. All relevant input and survey results were considered when drafting the following plan in order for a safe and effective reopening of Spencer County Schools. More specific details on the concerns and needs of each individual group of stakeholders can be found in Section 6.

Part 1: Creating Safe & Healthy Learning Environments

Spencer County Public Schools have made conscious and careful efforts to mitigate and prevent the spread of Covid-19. We have been and will continue to monitor CDC guidelines along with guidance from the Kentucky Department of Education. We will continue to take proper precautions to ensure that our learning environments are as safe as possible as we resume full-time, in person learning for the 2021-2022 school year and continue for the 2022-2023 school year. This will include social distancing,

additional cleaning regimens, mask wearing when deemed necessary, promoting immunizations along with the updates to water fountains, HVACs, hand dryers, and additional precautions elaborated on below. Spencer County Public Schools will use ESSER funds 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 in the following ways¹:

- Purchasing upgraded HVAC filters to mitigate the spread of COVID
- Purchase additional fogging machines and chemicals to mitigate the spread of COVID on school campuses and buses
- Replacing carpeted areas in Spencer County Middle School and Spencer County Elementary in public areas including the front office and libraries
- Purchasing additional classroom furniture and cafeteria furniture to ensure social distancing is taking place
- Purchasing additional masks for students and staff
- Providing professional carpet cleaning services to clean rugs in classrooms
- Installing water bottle fillers onto all water fountain machines in the district to eliminate the need to drink directly from the fountains
- Purchase UV light attachments for hand dryers in the district that help mitigate the spread of COVID²
- Upgrade HVAC systems in the district³
- Purchasing a new special needs school bus and another regular school bus to create more routes and have less students on a bus at the same time.
- Hiring a contact tracer to ensure safety in all of our schools.

Part 2: Addressing Lost Instructional Time or Loss of Learning

SCPS are very aware of the academic impacts that have resulted from loss of instructional time. Through an intense four week summer school program at all district schools, we have begun to address those impacts and will continue to do so in the future. Our summer school programs prioritized enrollment for students receiving tier services in math or reading, students of low socioeconomic status, and exceptional education students. We will continue to closely monitor all students through multiple layers of assessments, instruction, and interventions. Spencer County Public Schools will use ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions in the following ways:

- Purchasing high-quality assessment software to implement district-wide to determine student's academic needs, and receive and give feedback about student learning and growth over time. Measures of Academic Progress (MAP) and CERT will continue to be administered at least three times per year allows both classroom teachers and interventionists to monitor student progress and

¹ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

² [https://www.ajicjournal.org/article/S0196-6553\(20\)30756-2/fulltext](https://www.ajicjournal.org/article/S0196-6553(20)30756-2/fulltext)

³ <https://www.cdc.gov/coronavirus/2019-ncov/community/ventilation.html>

compare student growth with nationally normed benchmarks and determine areas of focus needed in both mathematics and reading for each student.

The impact of the Measures of Academic Progress on student reading. (Dec. 2012)

https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf

Understanding Differential Growth During School Years and Summers for Students in Special Education. (June 2021)

<https://www.edworkingpapers.com/sites/default/files/ai21-409.pdf>

- Purchasing high-quality educational software to assist with additional course offerings and interventions including AimsWebPlus, Edgenuity, Renaissance, and others.

AimsWeb Plus is utilized weekly to progress monitor each Tier 2 and Tier 3 student receiving interventions to determine if the intervention method is effective or needs reassessed. Also, all ECE students at the elementary level will be surveyed using AimsWeb Plus and also utilize the program for goal monitoring.

AimswebPlus efficacy research report

<https://eric.ed.gov/?id=ED605145>

The Edgenuity platform will be used at the middle and high school levels for all students attending the SCPS Virtual Academy and also used in numerous in person courses at both the middle and high schools. It will also allow courses to be available to students that would not normally be offered. Additionally, it will be used for students to recover credit during summer school.

Interactive educational systems design, inc. (2013, Feb.) How edgenuity courses align with research on effective instruction.

<https://www.edgenuity.com/wp-content/uploads/2017/01/foundations-paper-2.pdf>

The effectiveness of Edgenuity when used for credit recovery

<https://eric.ed.gov/?id=ED564716>

All schools in SCPS will utilize the Renaissance platform of reading programs to expose students to a wide-variety of texts at their own personal level for the 21-22 school year and throughout the district thereafter.

Accelerated Reader. Renaissance. What Works Clearinghouse Intervention Report.

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf

Nunnery, J. A., Ross, S. M., & McDonald, A. (2006). A randomized experimental evaluation of the impact of Accelerated Reader/Reading Renaissance implementation on reading achievement in Grades 3 to 6. Journal of Education for Students Placed at Risk, 11(1), 1–18.

http://www.bwgriffin.com/gsu/courses/edur7130/readings/Nunnery_et_al_2006.pdf

Nunnery et al. (2006) randomly assigned 978 students in Grades 3–6 at 9 urban schools in the South to Accelerated Reader or control conditions. Students using Accelerated Reader experienced significant positive effects, and the program seemed to benefit students with disabilities in particular. The initial randomized report upon which this article is based covered grades K–6, Ross, S. M., Nunnery, J., & Goldfeder, E. (2004). A randomized experiment on the effects of Accelerated Reader/Reading Renaissance in an urban school district: Final evaluation report. University of Memphis, Center for Research in Educational Policy.
<http://doc.renlearn.com/KMNet/R004076723GH55D8.pdf>.

- To ensure a continued education and communication when a student is out sick, SCPS purchased SeeSaw Learning and Zoom Video Com for elementary school students.
- Hiring one additional staff member at each school to provide evidence-based interventions with priority students in both math and reading.

Assisting students struggling with mathematics. What Works Clearinghouse Practice Guide.
<https://ies.ed.gov/ncee/wwc/PracticeGuide/26#tab-summary>

Assisting students struggling with reading. What Works Clearinghouse Practice Guide.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25

- Purchasing additional technology devices that will be used by students for intervention purposes as well as learning loss.

Part 3: Remainder of Funds

Spencer County Public Schools will use any remainder of ESSER funds in the following ways:

- SCPS anticipates having no additional funds remaining but in the event that funds remain, additional laptops will be purchased for direct student use as requested by the Spencer County Education Association.

Part 4: Ensuring Interventions Address Academic, Social, Emotional and Mental Health Needs

In March 2020, our school district, like most others in the world, experienced a school closure when the COVID-19 pandemic became widespread. In Spencer County alone, nearly 2,000 cases of COVID-19 were confirmed, with nearly 30 deaths attributed to the virus. For over a year, our students and parents have dealt with the ever-changing situation of school closures that have cycled back and forth between virtual, hybrid, and in-person learning. During this time, many of our parents were still going to work, leaving students home alone for virtual learning or in the care of older siblings, other family members, and even neighbors. Being a rural district and lacking in childcare resources even in times with no pandemic, some parents had no choice but to quit work in order to remain home with their kids. Needs Assessment Survey results show that 17% of households at SCES had a reduction in income and 24% of households at TES

had a reduction in income. 60% of our families also reported there was not adequate childcare in the county. We are currently applying for the Preschool Partnership Grant to attempt to supplement existing childcare in the district.

Our school district provides resources and routines that are needed by all students, but they are of particular importance to many of our kids who have greater needs or challenges and barriers to learning. To many, school is a place of reprieve, a place where they know what is expected and when each day. They can be assured that they will be offered breakfast and lunch, they have a network of people who support them and peers they socialize with. School can often offer an escape to abusive homes, food scarcity, isolation, etc. Without this access to support, many students' mental health has deteriorated. Education Week released a special report (31 March, 2021)⁴ that showed many students have reported having trouble sleeping, an increased rate of anxiety, and an increase in hyperactivity. Also, substance abuse, particularly vaping, is on a rise among teens. All of these are common side effects of trauma. YoungMinds conducted a survey in which 83% of students who had a history of mental illness reported that the pandemic had made their mental illness worse, with 26% of them reporting being unable to access any mental health support at all.

Spencer County Public Schools will use ESSER funds to ensure that interventions address the academic impact of lost instructional time and respond to academic, social, emotional and mental health needs of students in the following ways:

- Hiring one additional mental health professional that would support students at the middle and high school levels as we received an additional FRYSC grant to cover a professional at the elementary level
- Provide evidence-based training to staff to address and deal with the social, emotional, and mental health needs of all students⁵

Social skills training. What Works Clearinghouse Intervention Report. (2013)
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_socialskills_020513.pdf

Social and emotional learning in equity and school discipline (2017)
<https://eric.ed.gov/?id=EJ1144814>

Part 5: Projected Budget

The ESSER projected budget is as follows:

Year 1 Proposed Budget	
Measures of Academic Progress (MAP)	62,762.50
Renaissance Software	25,120.42
Edgenuity	70,875.00

⁴ Published Online April 14, 2020 [https://doi.org/10.1016/S2352-4642\(20\)30109-7](https://doi.org/10.1016/S2352-4642(20)30109-7)
For the survey by YoungMinds see <https://youngminds.org.uk/about-us/reports/coronavirusimpact-on-young-people-withmental-health-needs>.

⁵ <https://namica.org/blog/impact-on-the-mental-health-of-students-during-covid-19/>

AimsWeb Plus	2,340.00
Cleaning Supplies and Additional Maintenance Supplies (tables, HVAC filters and upgrades, chemicals, foggers, UV hand dryer lights, bottle fillers for fountains)	12,277.44
Intervention Services (salary/benefits)	35,178.48
Contact Tracing (salary/benefits)	40,445.18
Subs for Brigance Screener (salary/benefits)	568.29
Health Supplies (masks, hand sanitizer stations, disinfectant sprays)	3,042.40
SeeSaw Learning	2,145.00
EduLastic/Liminex	2,155.00
Zoom Video Communications	2,340.00
Eprep, Inc. (CERT)	9,540.00
Encore Technology	1,171.82
Indirect Costs	29,920.00
Total	\$299,881.53

Year 2 Proposed Budget	
Interventionists (salary/benefits)	300,000.00
Measures of Academic Progress (MAP)	27,500.00
Health Supplies	3,000.00
Edgenuity	35,000.00
AimsWeb Plus	2,340.00
Cleaning Supplies and Additional Maintenance Supplies (tables, HVAC filters and upgrades, chemicals, foggers, UV hand dryer lights, bottle fillers for fountains)	17,559.00
EduLastic/Liminex	2,155.00
Eprep, Inc.	9,540.00
Kron International (SN School bus)	116,168.00
Furniture	40,000.00
Technology (devices, support staff and other)	519,000.00
Indirect Cost	100,000.00

Total	\$1,172,262.00
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Year 3 Proposed Budget	
Interventionists (salary/benefits)	316,000.00
Mental Health Professional (salary/benefits)	97,436.00
Measures of Academic Progress (MAP)	27,500.00
Edgenuity	35,000.00
AimsWeb Plus	2,340.00
Eprep, Inc (CERT)	9,540.00
Eduastic/Imagine Learning	2,155.00
Kron International (School Bus)	125,000.00
Health Supplies	3,000.00
Cleaning Supplies and Additional Maintenance Supplies (tables, HVAC filters and upgrades, chemicals, foggers, UV hand dryer lights, bottle fillers for fountains)	10,000.00
Technology	63,906.47
Indirect Costs	61,565.00
Total	\$753,442.47
ARP ESSER Total	2,225,586.00

Part 6: Engaging in Consultation with Stakeholders

A: While planning the budget for the use of EESER funds, Spencer County Public Schools engaged in meaningful consultation with stakeholders to determine the focus of the plan and expenditure of funds as follows:

- The district conducted a survey for the community, parents/caregivers, district faculty/staff through Google Forms, a copy of that survey and results is being maintained on file, over 650 responded⁶
- The district conducted a meeting with district leaders to gather input, agendas for those meetings are on file, greatest concerns were on purchasing supplies to continue Covid-19 mitigation and provide additional academic supports through additional interventionists.
- The district conducted a meeting with the Spencer County Education Association to gather input, agenda is on file, greatest concern was ensuring technology continued to be available and replaced as needed to continue the use of programs that worked during virtual instruction such as Google classroom and SeeSaw.

⁶ <https://forms.gle/NzzPzD69Fd4qa4T78>

- Historically disadvantaged groups in SCPS have included students with low socioeconomic status as well as exceptional education students. Both of those groups of students were represented through parents and staff on the survey, the Director of Special Education who attended the administrative team meetings and the board meeting to provide input, along with the Title I Director who attended the administrative team meetings to ensure the equity of the plan. All stakeholders representing these marginalized groups felt the greatest need was to continue Covid-19 mitigation in order to continue in person learning and to provide as much support as possible through interventions and social and emotional support to remove barriers to learning. Being able to lend out educational technology during virtual learning was a tremendous success at removing barriers for many of our struggling families and through the purchase of additional technologies, we plan to continue that process as needed. There are no civil rights groups in the district and SCPS has a small number of minority populations, however, parents on the SBDM Councils represent all of those populations, and their feedback was given to building administrators who presented their concerns at the administrative meetings. Concerns addressed included having face-to-face learning and providing additional support for struggling students.
- The district asked each SBDM council to give feedback, administrators expressed council feedback during the district administrators meeting
- Information was presented to the Board of Education where additional feedback was generated including safety concerns for students and staff

B. The district used the feedback generated by stakeholder engagement in the following ways:

- Google survey results indicated that the top four concerns by a variety of stakeholders (parents, community members, staff, administrators) included:
 - providing additional intervention services for struggling students to include software and personnel
 - purchasing educational technology to include student use devices
 - providing mental health services and professional development
 - addressing COVID mitigation through maintenance and infrastructure
 We have addressed all of those needs in the plan.
- Administrator and board feedback stressed the concern to get back to school full time and in person and we have addressed those concerns through mitigation practices including fogging, water fountain upgrades, additional furniture purchases, and upgrades to HVAC and hand dryers, along with purchasing additional masks and cleaning supplies.
- SCEA members requested there be a purchase of additional educational technology and that any remaining funds be set aside for that purpose as well.