

Breckinridge County School District

American Rescue Plan (ARP) for Elementary and Secondary School Emergency Relief (ESSER)

Narrative Plan

The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with the CDC and Prevention guidance on reopening schools.

Breckinridge County Public Schools will use ARP ESSER Funds to implement prevention and mitigation strategies consistent with CDC guidelines. This will include HVAC improvements designed to improve indoor air ventilation at all of our schools in the District. A portion of the ARP ESSER money will be allocated to a redesign process of all of the District's bus routes to ensure limited capacity and social distancing where possible. The District will continue to invest in additional PPE items designed to create a safer environment within the schools. Finally, the District will purchase additional products aimed at dealing with the COVID-19 virus and ensure the additional products are used by custodial staff in high touch areas within all buildings in the District.

How the local education agency will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.

Breckinridge County Schools have created plans to address the learning loss of students in each school utilizing current resources and/or additional sources of funding. Breckinridge County Schools will use a portion of the ARP ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.

Strategies the district will utilize include providing after-school learning academies to address loss of learning for students not meeting current grade-level exit criteria and enrichment for students designated in the Primary Talent Pool or Gifted and Talented programs (Catapult Learning, 2021). Summer Learning Academy programs will continue to be funded through ARP ESSER funds to continue to address lost instructional time during the 2020-2021 school year for students not meeting current academic expectations. During the after school learning academies and Summer Learning Academies, students not meeting learning expectations will be engaged with evidence-based programs facilitated by a highly-qualified staff members.

The elementary schools will utilize multiple evidence-based intervention programs to address reading deficits such as the Scholastic RISE and RISE UP intervention reading programs



(Linnenbrink-Garcia, Rogat, & Koskey, 2011)(Gentry, 2021). In addition, early-primary students will be able to be quickly benchmark assessed utilizing Educational Software for Guiding Instruction (ESGI) (Williamson, 2018). Breckinridge County Middle School utilizes IXL to aide in the assessment and intervention for learning loss through extra exposure to content and benchmark assessments (Longnecker, 2013). Breckinridge County High School will strategically intervene for students in need of credit recovery with the implementation of the web-based program Edgenuity. The platform will also serve as the Breckinridge County School District's virtual learning platform, uniquely entitled the BRAVE (Breckinridge Remote and Virtual Education) Academy (Eddy, 2013).

The elementary schools, middle school, and high school will receive additional intervention teachers to aide in the instruction and supervision of evidence-based programs. The district will also provide access to high-quality training for staff on evidence-based strategies and/or programs the district implements.

How the local education agency will spend the remainder of its funds.

The remaining funds from ARP ESSER will be used to cover further expenses that would arrive from an escalation of positive cases in the District. This would include ensuring students are provided a quality education either in-person or virtual. The District will use funds to address any construction needs that will help deal with and prevent any potential exposure to COVID-19. The District will continue to expand its nursing services at the schools to ensure proper contact tracing and mitigate any issues arising from getting back to normal operations. Finally, the District will use remaining funds to develop plans to meet the needs of our students and staff that would be allowable under ARP ESSER guidelines.

How the local education agency 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 Breckinridge County School District will ensure interventions address academic needs through the use of Professional Learning Communities that discuss, review, and analyze curriculum and assessment, utilize formative and summative assessment data, inform instruction for differentiation, and participate in embedded professional learning and development prescribed to the needs of students and teachers.

The Breckinridge County School District will promote and ensure student mental health through a variety of social emotional learning strategies, to include, but not limited to, morning/afternoon meetings, take a break rooms, school-wide reward systems, calming corners, and Social Emotional Learning curriculum like Quaver (Elliott, 2021).

The Breckinridge County School District will begin utilizing new measures of assessing mental wellness like Terrace Metrics. Terrace Metrics will provide counselors, school leaders, and parents with prescriptive information that will be vital to addressing the overall mental wellness of students (Kelley, Lee, & Wilcox, 2017).

Consultation



Consultation with Stakeholders

The Breckinridge County School District engaged in meaningful consultation with students, families, educators, administrators, community members, and the Breckinridge County Educators Association. All stakeholders were provided the opportunity to participate in a survey which was solicited through electronic messaging and all social media platforms. Stakeholders were provided the opportunity to provide open-ended recommendations and suggestions as to strategies the Breckinridge County School District may utilize to reopen schools safely, recover the academic impact of lost instructional time, address social, emotional, and mental health, and strategies that would most positively impact the Breckinridge County School District. The Breckinridge County Board of Education was consulted during local open-forum meetings, in-person and virtually via YouTube, concerning ARP ESSER detailed spending and planning creation.

While the District made every effort to consult all represented groups and individuals, civil rights organizations and groups representing historically disadvantaged children were not included as those groups are not available within Breckinridge County. However, the District did ensure all individuals had access to provide meaning input regarding the use of ARP ESSER funds.

Results of Consultation with Stakeholders

The Breckinridge County learning community provided 224 responses to the ARP ESSER Spending Survey. Amongst the 224 participants in the survey, 80% were parents, 11% were community members, 7% were teachers, 5% were classified staff, 3% were students, and the remaining participants were administrators. The survey allowed for more than one classification.

Review of Findings

The Breckinridge County School District's consultation on strategies to implement a safe return to in-person instruction resulted in a variety of responses with a majority citing basic mitigation strategies such as washing of hands, masking for unvaccinated individuals, students and staff staying home when they are sick, prioritizing in-person instruction, sanitizing and disinfecting when possible, and temperature checks. Consultation with stakeholders showed that many believed an increase in small group or one-on-one instruction, after-school tutoring, enrichment, and increased in-person instruction will help the school district address learning gaps caused by loss of instructional time due to COVID-19. The use of counselors, counseling classes, relationship-building, and clear communication were strategies that a majority of stakeholders believed would help address social emotional learning for students. Most stakeholders believed that the greatest positive impact on the Breckinridge County School District would be a result of increased in-person instructional time, after-school tutoring, increased instructional resources, and increased staffing.



References

Eddy, C. (2013). The effectiveness of Edgenuity when used for credit recovery. Texas A&M University-Commerce.

Elliot, S. (2021, July). Evaluating the Efficacy of QuaverSEL: The Impact of QuaverSEL Instruction on Students' Social Emotional Skills. In EdMedia+ Innovate Learning (pp. 203-212). Association for the Advancement of Computing in Education (AACE).

Gentry, H. F. (2021). Evaluating the Effectiveness of the RISE Framework when Implemented with Second Grade Students Reading Below Grade Level: a Program Evaluation (Doctoral dissertation, The College of William and Mary).

K. (2021, February 23). The Importance of Summer School Programs for Elementary Students. Catapult Learning.
<https://catapultlearning.com/2021/02/01/summer-school-programs-for-elementary-students/>

Kelley, C., Lee, B., & Wilcox, L. (2017, May). Self-tracking for mental wellness: understanding expert perspectives and student experiences. In Proceedings of the 2017 CHI conference on human factors in computing systems (pp. 629-641).

Linnenbrink-Garcia, L., Rogat, T. K., & Koskey, K. L. (2011). Affect and engagement during small group instruction. *Contemporary Educational Psychology*, 36(1), 13-24.

Longnecker, R. W. (2013). IXL. com—measuring the effects of internet-based math instruction on the math achievement of middle school students. Trevecca Nazarene University.

Williamson, N. (2018). The Effects of Technology When Teaching Alphabet Knowledge to Kindergarten Students.

