

ARP ESSER PLAN
BOONE COUNTY SCHOOLS
UPDATED 12.19.22

*(**NOTE: Collection of stakeholder feedback is ongoing. As we gather more specific input and apply decision-making, we will continually update this document to reflect these dynamic needs.)*

IMPLEMENTATION OF PREVENTION AND MITIGATION STRATEGIES

Throughout the COVID-19 pandemic, the top priority of Boone County Schools has been to create conditions so that all students are able to receive in-person instruction every single day. Each year, the district has developed and implemented the following plans to ensure this priority is met.

- [BCS 21-22 Re-Entry Plan](#)
- [BCS 22-23 Back to School Plan](#)

RESPONDING TO THE ACADEMIC, SOCIAL, EMOTIONAL, MENTAL AND PHYSICAL HEALTH NEEDS OF ALL STUDENTS

Boone County Schools continues to seek input from the community and all stakeholders through multiple venues on how ARP ESSER funds should be utilized. These venues include:

- Council of Councils Community Conversations with representatives from all schools' SBDM Councils, including teachers, parents, and school administrators
- Community conversations with civics and government-based groups such as the Rotary Club of Florence KY, City of Florence Council and City of Union Council, and Boone County Fiscal Court
- ParentCamp family and community conversations including parents, teachers, administrators, and community members
- District-wide family and teacher survey asking for authentic feedback on how the district and schools can best support students in response to the pandemic
- Internal meetings, committees, and discussions allow input from teachers, principals, district departments, and district leadership; union representatives are included in district meetings, specifically our Teaching & Learning Committee and Budget Committee
- Virtual meetings with various student groups regarding how the district and their schools can best support their learning
- Superintendent Student Advisory Council meetings for student voice

During these meaningful conversations, we've asked what it is that students need and what we as a district and individual schools should be doing to support those needs. The following themes have emerged as a result of those conversations:

- **Birth through Age 5**
 - Strengthening services & supports for students
 - Strengthening services & supports for families
- **Career Pathways**
 - Expanded opportunities for students at all BCS high schools
 - Work-based learning experiences for high school students

- **Multi-Tiered System of Supports for Academic and Social Learning**

- Professional learning and curriculum resources for all teachers/staff centered around curriculum, instruction, and assessment
- Social/Emotional learning including mental health and overall student and staff well-being
- Staffing to support the MTSS model
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Relevant Sources

- [Quantifying the Life-Cycle Benefits of a Prototypical Early Childhood Program](#)
- [From Best Practices to Breakthrough Impacts](#)
- [The Career Pathways Approach: A Way Towards Equity?](#)
- [The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions](#)
- [The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development](#)
- [The Economic Value of Social and Emotional Learning.pdf](#)
- [Best Practice Guidebook: Professional Learning Communities](#)
- [Center on Multi-Tiered System of Supports \(American Institutes for Research\)](#)

ADDRESSING ACADEMIC IMPACT OF LOST INSTRUCTIONAL TIME

At least 20% of ARP ESSER funding (\$3.3 million) must be allocated to support interrupted student learning. Boone County Schools is using these funds for:

- Before/After School Services
- Summer Learning Programs (K-12)

EXPENDITURE OF FUNDS - \$13.2 million

<ul style="list-style-type: none"> ● BIRTH through AGE 5 	<ul style="list-style-type: none"> ● \$1.2 million <ul style="list-style-type: none"> ○ Resources for All Day Kindergarten - instructional materials and professional learning ○ Community outreach and resources ○ Additional staff
<ul style="list-style-type: none"> ● Career Pathways 	<ul style="list-style-type: none"> ● \$600,000 <ul style="list-style-type: none"> ○ Instructional resources and equipment ○ Transportation for courses and internships
<ul style="list-style-type: none"> ● Multi-Tiered System of Supports 	<ul style="list-style-type: none"> ● \$8 million <ul style="list-style-type: none"> ○ \$2.3 million (additional staff to support all tiers including interventionists, guidance counselors, virtual teachers, teachers of special populations) ○ \$4.5 million (instructional resources to support Tier 1 core instruction and Tier 3 remediation)

	<ul style="list-style-type: none"> ○ \$0.2 million (professional learning for implementation of tiered supports) ○ \$1 million (other evidence based practices including parent communication/engagement and student access/engagement)
<ul style="list-style-type: none"> ● Districtwide & Operational Costs for COVID Mitigating Strategies 	<ul style="list-style-type: none"> ● \$3.4 million <ul style="list-style-type: none"> ○ Equipment and supplies for sanitization, social distancing, air quality ○ Additional staff ○ Indirect costs

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