

Ballard County ESSER/ARP Plan

Summary of Plan's Construction (Meaningful Consultation)

Include here a description of how the district conducted meaningful consultation with the required stakeholders and how the district included the stakeholder feedback in the creation of the ESSER/ARP Plan.

Ballard County Schools developed a survey to send out to its stakeholders. The survey was sent out to the teachers, staff, students, and various community groups (ie. Industrial board, Chamber of Commerce) for the stakeholders to provide feedback. The survey was published on the schools website with communication to the community via social media outlets. Ballard County Schools host a back to school bash, which is in its 10th year. At this public gathering, Ballard County Schools had information for the public and stations to gather input through surveys and personal accounts. Superintendent of schools presented the stakeholders survey and information about ESSER funds to the monthly Industrial Board meeting for Ballard County. The intent of the presentation was to gather information, needs, and interest on how to utilize the potential funding. There are no civil rights organizations in the county or civic organizations, but we have consulted with the pastor of the largest, local African-American church for input to plan.

The information from 160 returned surveys and discussions with local leaders/community members was provided to the building level and district administration to develop a needs assessment for the district. Once the needs assessment and survey results were completed, the information was supplied to the Ballard County Education Association building representatives to share with the teachers in each building. Feedback from the representatives was delivered to the Chief Academic Officer. Upon evaluation of the needs of the district, the plan was developed with intentional and purposeful planning and budgeting.

From the surveys and discussions the priority areas for Ballard Co. schools were identified as programs for Learning Loss, continued COVID mitigation with facilities, supplemental afterschool programs, programs to accelerate learning, and technology. In the district plan we will continue to utilize research based programs and practices to address learning loss, after school programs, and accelerated learning for students and staff. Ballard Co. schools will continue to mitigate COVID through consultation and efforts provided by our school nurses and the Ballard Co. Health Department.

A good faith effort was made by Ballard Co. schools to contact and incorporate as many stakeholders as possible for the development of this ARP ESSER III plan. Through calls, emails, meetings with school and community groups, social media posts on Facebook/Twitter, and our district website, Ballard Co. Schools has put in great effort to meet the qualifications of meaningful consultation.

Consultation Group:

Casey Allen, Superintendent of Ballard Co.

Kevin S. Estes, Chief Academic Officer of Ballard Co.

Leslee Davis, Director of Pupil Personnel of Ballard Co.

Terri Wehmeyer, Director of Special Education of Ballard Co./Preschool Coordi

Chris Sheffer, Principal of Ballard Co. Elementary School

Amber Parker, Principal of Ballard Co. Middle School

Tim Adams, Principal of Ballard Memorial High School

Darrell Sullivan, Director of Transportation/Facilities

Jayde Dodge, Nurse of Ballard Co. Elementary School

Kerry Rich, SRO of Ballard Co. Schools

Adam Solomon, MS Representative of BCEA

Korrie Purcell, HS Representative of BCEA

Debbie Wildharber, Elem Representative of BCEA

Kelly Wray, FRYSC Coordinator of Ballard Co.

Jennifer Head, Finance Director of Ballard Co.

Reta Renfrow, Technology Director of Ballard Co.

Hannah Chretien, Executive Director of Ballard Co. Industrial Board and Ballard Co. Chamber of Commerce

Jerry Pace, Chairman of Ballard Co Industrial Board

Rodney Hill, Pastor of Fairview Baptist (African-American Church and Industrial Board member)

Todd Cooper, Judge Executive of Ballard Co.

Requirements for ESSER ARP Plan

Explain:

1. The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools;
2. How the local education agency (LEA) will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions;
3. How the LEA will spend the remainder of its funds; and
4. How the LEA 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. Additionally, plans must include relevant citations for each evidence-based practice listed in the plan, a description of how the district conducted meaningful consultation with the required stakeholders and how they took stakeholder feedback into account when crafting the plan.

Describe the extent to which and how funds will be used to implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools.

| Objective | Mitigation Strategy | Activities | Funding |
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| <p>Ballard County Schools recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic.(KDE)</p> | <p>What are your mitigation strategies (ex. PPE, social distancing, hand-washing, cleaning, contact tracing, screening, vaccinations, accommodations for students with special needs etc.)?</p> <ol style="list-style-type: none"> 1. Reduce teacher to student ratio 2. Electrostatic Sprayers for fogging facilities and chemicals 3. PPEs, face shields, gloves, chemicals to disinfect facilities, signage, and other building material 4. School nurse for a healthy at schools initiative and supplies | <p>Describe the actionable steps that will be deployed for each strategy. There may be multiple activities for each strategy (ex. Consultations with the local health department, training for staff/students, adoption of policies etc.).</p> <ol style="list-style-type: none"> 1. Add interventions, enhancement teachers to focus on lost learning and to reduce class size for transmissions 2. Purchase equipment and supplies, train custodians 3. Purchase and re-stock supplies for safety of students and staff <ol style="list-style-type: none"> 3a. Consultation with Health officials 4. School nurse will provide medical needs, potential vaccinations, quarantine situations in school, etc.. | <p>List the funding amounts for each strategy/activity.</p> <ol style="list-style-type: none"> 1. \$800,000 2. \$10,000 3. \$30,000 4. \$80,000 |

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| | <p>5. Touchless water bottle stations in each school</p> <p>6. When possible, schools will increase social distance three feet or greater</p> <p>7. Promotion of safety at school initiatives like hand washing, hand sanitizing, and feeling healthy</p> <p>8. Students will have option to mask in facilities but required on buses</p> <p>9. Contact Tracing will be utilized in buildings and district levels</p> | <p>5. Install touchless,</p> <p>6. Seating charts will be required, signage for building</p> <p>7. Signage for healthy at schools 7a. Hand sanitizer and hand sanitizer stations in common areas, bathrooms, classrooms provided by district</p> <p>8. Purchase masks for students to be placed on buses and in buildings</p> <p>9. Centralize document to monitor contact tracing 9a. Admins and nurse to contact families 9b. Quarantine times and participates to follow CDC recommendations 9c. Frequent conversations with local health department to</p> | <p>5. \$30,000</p> <p>6. Funding located in #3</p> <p>7. \$15,000</p> <p>8. Funding located in #3</p> <p>9. No funding</p> |
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| | 10. Daily cleaning and disinfection of classrooms, gyms, restrooms, locker rooms, cafeteria, buses, etc.. | ensure recommendations and protocols 10. Daily cleaning logs, proper chemicals, fog machine usage, etc.. | 10. Funding located in #2-3 |
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How will Ballard County use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions and how will Ballard County 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?

| Objective | Strategy | Activities | Relevant Citations | Progress Monitoring | Funding |
|---|--|--|--|--|--|
| <p>In order for Ballard County to accelerate student learning as well as respond to the social, emotional and mental health needs of all students as a result of the COVID-19 pandemic, it is imperative that evidence-based strategies and practices that provide all students with grade-level content standards be utilized.</p> | <p>What are your strategies for accelerating learning in all classrooms for all students (ex. Professional learning, identification of at-risk students, etc.)?</p> <ol style="list-style-type: none"> 1. Summer school programs 2. Virtual (Online) learning, credit recovery, and identifying individual students learning | <p>Describe the actionable steps that will be deployed for each strategy (ex. Evidence-based strategies/practices).</p> <ol style="list-style-type: none"> 1. Provide summer school options for learning loss with project based learning, credit recovery, and individualized instruction 2. Purchase online platforms for virtual learning <ol style="list-style-type: none"> 2a. Purchase of diagnostic tool to identify student learning and progress monitoring (i.e. I-Ready or NWEA) 2b. Training for teachers with online platforms and diagnostic tools. | <p>Include the citations for each of the evidenced-based practices listed.</p> <ol style="list-style-type: none"> 1. The Evaluation of Enhanced Academic Instruction in After-School Programs - Research Questions 1a. https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_Afterschool_Attendance_Works.pdf 2. Apex hyperlink 2a. I-Ready hyperlink | <p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan.</p> <ol style="list-style-type: none"> 1. Progress monitoring data, project based learning outcomes, pre and post tests, credit recovery 2. Apex reports, I-Ready reports | <p>List the funding amount for each strategy.</p> <ol style="list-style-type: none"> 1. \$170,000 2. \$120,000 |

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| | <p>3. Evidence based assessments, tools, and teaching resources</p> <p>4. Dual Credit/AP Programs will provide accelerated learning and opportunities for all students</p> <p>5. Engaging students into career pathways, hands on learning, problem based learning</p> <p>6. Counseling services with addition of counselors and/or counseling programs</p> | <p>3. Implementation of research/evidence based programs</p> <p>3a. Trainings for programs</p> <p>3b. Materials, textbooks, and supplements to research/evidence based programs</p> <p>4. Hire potential adjunct teachers for Dual Credit classes</p> <p>4a. Provide training for potential dual credit teachers.</p> <p>4b. Supplies for Dual Credit/AP courses – supplements, textbooks, etc...</p> <p>5. Middle school exploration, ties to transition readiness, college/career readiness</p> <p>6. Hire additional counselors to meet the SEL of students or staff</p> <p>6a. Counseling programs like Second Steps or comparable</p> | <p>3. I-Ready hyperlink</p> <p>3a. Simple Solutions hyperlink</p> <p>3b. IXL hyperlink</p> <p>3c. MasterPrep hyperlink</p> <p>3d. STAR360 hyperlink</p> <p>4. Dual Credit hyperlink</p> <p>5.</p> <p>6.</p> | <p>3. Progress monitoring data from all sources, pre and post tests, credits for students, RTI data, Growth rate in STAR,</p> <p>4. Progress monitoring data for dual credit/AP programs, Enrollment data for each program, successful completion of each class or program</p> <p>5. Enrollment of 8th graders into pathways, data for completors, scheduling, progress monitoring data from problem based initiative</p> <p>6. Progress reports from counselors on SEL</p> <p>6a. Number of students/adults served</p> | <p>3. \$120,000</p> <p>4. \$120,000</p> <p>5. \$25,000</p> <p>6. \$600,000</p> |
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| | <p>7. Teacher trainings</p> | <p>7. Provide effective and research based training for teachers in SEL, effective teaching strategies (like Thoughtful Ed), progress monitoring programs, professional conferences (KASA, content conferences, KASC, etc..)</p> | <p>7. https://ies.ed.gov/ncee/edlabs/regions/northeast/ProfessionalLearning</p> <p>7a. https://eric.ed.gov/?id=EJ1145093</p> | <p>7. Teacher reports from trainings, implementation plans for things learned at conferences, frequent feedback sessions with teachers, admins</p> | <p>7. \$100,000</p> |
| | <p>8. Mental Health Support Services</p> | <p>8. Provide speakers, programs, and other services for student and staff SEL</p> | <p>8.</p> | <p>8. Student/adult feedback</p> | <p>8. \$30,000</p> |

How will Ballard County spend the remainder of its funds?

| Activities/Expenditure | Funding |
|---|---|
| <p>Describe the "other" expenditures outside of direct student services that the district will use ESSER/ARP funds for.</p> <ol style="list-style-type: none"> 1. Upgrade and replace outdated boiler system on grounds to help with maintaining a healthy at schools environments 2. Upgrades technology and wifi capability to district | <p>List the funding amounts for each activity/expenditure.</p> <ol style="list-style-type: none"> 1. \$400,000 2. \$150,000 |