

PINEVILLE INDEPENDENT SCHOOL

ARP ESSER NARRATIVE (REVISED #3)



NOTES:

US Department of Education Fact Sheet:

https://www.ed.gov/sites/ed/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf

As of September 2024, all ESSER funds have been spent.

(1) implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools

- The Pineville Independent School District shall provide facility improvements to enable effective operation of the district school buildings with goals of reducing COVID-19 transmission and subsequent spread. The district will look at new ventilation and air systems/HVAC that will ensure cleaner air.
- The district shall only utilize water bottle filler stations to minimize possible contamination from drinking fountains.
- The district shall provide and use machines designed for high quality cleaning, including sanitation and disinfection, in order to eliminate possible contamination and transmission. In addition to the purchase of said machines, staff shall be properly trained on extensive cleaning and disinfection shall occur.
- The district shall continue with staff, faculty, and student education programs designed to promote safer choices on the part of all members of the Pineville district. These shall include, but are not limited to, proper hand-washing, social distancing, and mask-wearing. This shall include the purchase and distribution of hand sanitizer, masks, and desk stations. This shall promote safer environments by allowing for social distancing as well as promoting personal responsibility throughout the pandemic.
- The district shall utilize the district contracted health services in order to screen students and faculty for symptoms. Faculty who have to be quarantined because of contraction of or exposure to COVID-19, the district will ensure that quality substitutes are in the building to ensure continuity of education services for students.

(2) address the academic impact of lost instructional time through the implementation of evidence-based interventions

- The district has used and will continue to utilize Summer Learning Opportunities- summer learning opportunities shall support student mastery of content and skills. Summer Learning shall consist of 1) small group instruction 2) focus on missing skills/content 3) progress monitoring
Transportation shall be provided.

- The district shall implement new MTSS process and procedures in order to create Multi-Tier Interventions for Academic Improvement that are effective and data driven- including the following components- progress monitoring, collaboration and data analysis, research-based interventions, and coaching
- The district shall provide after school support opportunities for students who show inadequate progress towards mastery of standards and skills. Tutoring shall be provided in small groups with 1:1 instruction that is specific to each student.

(3) how the LEA will spend the remainder of its funds

- The district shall continue to offer virtual learning opportunities for students with severe health impairments or other circumstances that would necessitate the need to learn virtually. Also, due to the potential threat of full virtual instruction, the district shall continue to maintain an inventory of mobile/portable devices that would allow the district to provide full-virtual instruction for all students, should the need arise. This would include replacing missing, broken, or out-of-date technology as well as back-ups for emergencies. These devices would ensure that teachers can continue to teach through synchronous means, with students being able to have access to the teacher to clarify misconceptions or misunderstandings.
- The district shall continue to provide internet opportunities for low income families or families whose homes are located in locations that are difficult to procure internet services. This shall include the lease of MIFI hotspot devices and/or providing internet services to families.
- Virtual instruction shall be mainly through the virtual application with a live instructor providing in-time instruction, feedback, and question/answer sessions; however, the nature of virtual learning also necessitates that students need platforms that will allow them to work at their own pace when they may have more support at home (after parents/grandparents/guardians are home from work). The district shall provide content-driven programs that can be accessed virtually from home for a work-at-your own pace. Such programs include but aren't limited to Discovery Education, SAVVAS, APEX, and other online learning platforms.
- The district has seen a need to find ways to encourage students to be in attendance (traditionally). A root cause analysis has determined that the tracking and monitoring of attendance data is not consistent and that data analysis isn't used effectively to provide interventions. The district shall provide an attendance director who will track, analyze, report, and collaborate to find root causes for poor attendance, provide necessary support for families in need, intervene before potential charges could be filed, and provide positive communication with families, and work with community and welfare organizations to support students.
- The district shall acquire new transportation options to transport students in numerous capacities. Vans and/or buses shall for smaller numbers of students during transportation.
- Due to social distancing needs and the needs for health and safety for students, awnings shall be constructed at entrance and between buildings to protect students from the weather, especially when lines are long.

(4) interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students.

- The district shall provide support to students who have been retained through a specific credit-recovery program. The program shall include a teacher who supports students

academically, as well as considering the whole child and other needs as well. The credit recovery program shall have the goal of graduating students on time by meeting all the needs of the student.

- All school personnel shall be trained in PBIS and shall utilize positive behavior interventions and support to help students understand processes, procedures and to promote positive choices. This supports the behavior needs (often a result of social, emotional, or mental needs) of students by addressing root causes. PBIS shall be implemented district-wide with supports in place.
- Door entry systems/check in and out procedures shall be automated. This shall prevent sharing of writing utensils, paper, and eliminate the need to confiscate license of visitors. The system shall provide an extra level of security (protecting the mental and emotional health of students) as students return to traditional instruction in a traditional setting.
- The district shall provide funding to support mental or emotional health counseling should the need arise. In addition, at specific grade levels, student mentoring programs will be implemented to support academic, social, emotional, and mental health of students in “transitional” periods of life (6th grade, 8th grade, etc). This shall include the personnel and mentors as well as instructional materials for students who are in the mentor programs.

The district took serious consideration when developing this plan. First, the district conducted a needs analysis/assessment with a committee consisting of all stakeholders (including community members, parents, teachers, administrators, and students) looking specifically at student health and safety and student educational needs. Secondly, the district federal programs committee (consisting of community members, parents, teachers (union and nonunion members), district personnel, administrators, local community organizers, and students) provided feedback on current programs, program needs, and ideas on how ESSER funding could support student health/wellness and the educational goals of the district. Thirdly, a parent survey was submitted to represent parents of all students, including those of economically disadvantaged students, exceptional students, and minority students. A district committee was formed to synthesize information and all ideas presented in all stakeholder venues. Using those results, ARP ESSER planning meetings were conducted on separate dates allowing for stakeholder input. All ideas were considered and this plan emerged from those meaningful conversations. Future meetings shall occur so that feedback can be provided on the current plan, new ideas can be considered, and finalization of the plan can occur. The ESSER plan shall be reviewed by our federal programs committee which meets quarterly and monitored by our district committee (which consists of principals, administrative staff, and the superintendent) which will meet monthly. The superintendent shall then report progress on monthly goals to the Pineville Board of Education. The plan shall also be posted and future community feedback shall be encouraged, including feedback from community, civil rights, student, and teacher organizations.

As always, this plan is tentative and may be revised as we continue to work with stakeholders and consider opportunities for our students. At any time the plan may reflect new ideas and opportunities that will benefit the needs of the students at Pineville Independent.

- (1) implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools
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FINAL SPENDING SUMMARY

Salaries and Benefits	\$837,932.55
Supplies/Books/Guides	\$37,2916.66
Building for Prevention & Mitigation	\$895,621.22
Furniture and Fixtures	\$51,041.78
Technology	\$205,616.08
Total	\$2,363,128.29