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 Information

District Name	**Russellville School District**
District LEA#	**5805**
City	**Russellville**
Superintendent Name	**Ginni McDonald**
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	[RSD ARP PLAN FOLDER 2021-2022](#)
Date posted	5-25-2022

Directions: The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

1. **Creating Safe and Healthy Learning Environments:** Determine if ARP funds will be used 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. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	Actions or systems implemented to prevent, prepare for, and respond to COVID-19. Meeting the nutritional needs of underserved students. Supporting student mental health needs. Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. **Providing healthy learning environments.**	**187** Furniture for enhanced spacing/meals and learning activities **189** Sanitation/ Cleaning Supplies, PPE, and Enhanced Floor Cleaning Machines ==**Section Total $200,000**==
196, 197	Facilities	School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.	**196** Flooring changes to allow for improved sanitation Restroom Improvement **197** Improved HVAC Equipment ==**Section Total $ 5,723,626.52**==
198	Transportation	Transportation costs to reduce the spread of COVID-19.	198 Upgraded and additional buses for distancing on routes ==**Section Total $790,000**==

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will use the funds it reserves under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instructional time through the implementation of **evidence-based interventions**. The district must spend a <u>minimum of 20%</u> of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other <u>evidence based practices</u> may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of <u>Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes</u>. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

(Please see final allocation table)
ARP ESSER total allocation **$ 10,473,626.52**   minimum 20% set-aside **$ 2,094,725.30**

Program Code	Evidence-based interventions	Description	Projected Amount
170	Accelerating learning through instructional approaches.	In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials	**170** Autism Class Startup $85,000 ESL Facilitator Startup $45,000 High Quality Curricula and instruction materials purchases and High Quality Assessments $ 710,000 ==Section Total $840,000==
170	Accelerating learning through instructional approaches.	HIgh Dosage Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).	
170	Accelerating learning through instructional approaches.	Out-of-school time programs (afterschool and extended instructional time): Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction	**170** Before and After School Tutoring by highly qualified licensed or classified staff

Russellville School District 5805 3

		(effect size .40-.60, Tier 3).	**$40,000**
170	Accelerating learning through instructional approaches.	Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3).	**170** Summer Enrichment and Recovery of Credits/Skills K-12 **$440,000**
170	Supporting equitable access and effective use of technology	Educational technology: Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).	n/a
170	Using data about students' opportunity to learning to help target resources and support	Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3).	RTI actual out of contract time data work
170	Addressing resource inequities	Ensure students have equitable access to a well-rounded education. (based on sub-group data) (effect size 1.29, Tier 3) -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators -Early childhood expansion or enhancement	*Included in social emotional learning section (Capturing Kids' Hearts) and De Escalation Training and Implementation*
170	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3) -full service community schools	n/a
170	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	**170** Capturing Kids' Hearts Curriculum and Staff Training: $430,000 De-Escalation Crisis Prevention Training for Implementation $350,000 **Section Total $780,000**

Total Learning Loss Budgeted: $2,100,000.

2.A. **Process for Monitoring Implementation**: Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including

students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:
Executive Directors of Leading and Learning will support building leaders in
- selecting, recommending, and implementing evidence based practices
- developing strong professional development through Professional Learning Communities
- Monitoring data collection and program implementation
- Implementation of Tier I Instruction and Tiers II and III interventions.

Fiscal Administration will monitor implementation through
- pre-approval of program plans for budget and allocability of funds
- collection and retention of justification of program expenditures
- audit of expenditure documentation
- timely communication with District Superintendent

2.B. **Process for Evaluating Implementation:** Please describe how the LEA will <u>evaluate</u> the effectiveness of these interventions.
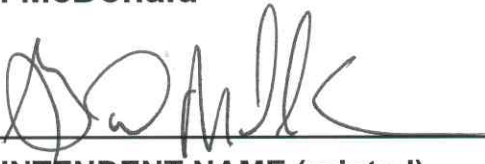
Evaluation: A District level team will be developed for frequent review of all ARP interventions directed at learning loss recovery. This team will review data and documentation of interventions at least quarterly to assess
- Quality of interventions provided
- Cohorts of students served
- Data relating to effect of interventions

The reviews will identify needs and monitor effectiveness to determine if adjustments are needed. Budget status will be included in the review process.

3. **Supporting Educator and Staff Stability and Well-Being:** Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.	**185** Technology Devices for Blended Learning **$250,000**
160, 180	Additional pay	Provide Evidence Based Professional Development consistent with Title IIA requirements for ongoing PD under ESSA COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	**180** 1) Professional Development: PLC/RTI/HRS Solution Tree $480,000 2) Retention/ Recruitment Pay $ 800,000 **Section Total $ 1,280,000**
191	Maintenance of Equity Continuity of Operations	Continue operations without disruption including employment, programs and addressing budget shortfalls.	191 COVID LEAVE PAY **$130,000**

Ginni McDonald	
	5/25/2022
SUPERINTENDENT NAME (printed) and SIGNATURE	**DATE**

5·25·2022

Russellville School District 5805 6