

**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	Barton School District
District LEA#	5401000
City	Barton
Superintendent Name	Bruce Guthrie
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	Bartonsd.org
Date posted	August 15, 2021 (Revised September 26, 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	<p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <p>Meeting the nutritional needs of underserved students.</p> <p>Supporting student mental health</p>	<p>189- PPE cleaning, sanitizing, \$12,712.99</p> <p>191- Extra custodial staff and additional part time nurse-\$115,000</p> <p>191- POC stipend -\$7,500</p> <p>189-Sanitizing Equipment-Robots, purifiers, temperature kiosk, \$80,428.30</p> <p>187-HS Student Desks, \$43,612.21</p>

		<p>needs.</p> <p>Locating absent students and reengaging disconnected youth.</p> <p>Providing safe and inclusive learning environments.</p> <p>Providing healthy learning environments.</p>	
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.	<p>196- Door access control will be installed on 28 doors throughout the campus to allow the district to better contact trace by knowing which building(s) was accessed by who and at what time. This will allow us to keep our students, staff, and visitors safe from COVID-19. The system will help us track persons who enter and leave specific areas and at what time/day. The system will allow us to narrow down and filter through a list of people who entered a certain area in order to identify persons who may be exposed/infected with COVID-19. (Prior approval received 9/6/2022)- \$109,000</p> <p>196- H-VAC HALO System- Install HALO Smart Sensor (2C) throughout facility to assist in providing a low-risk environment by monitoring Carbon Dioxide (CO2), Particulate Concentrations, Humidity, Volatile Organic Compounds (VOC), and Nitrogen Dioxide (NO2) in the air. HALO will deliver safe, healthy, and comfortable environments that keeps all students, faculty, and visitors safe while, at the same time, saving money by efficiently running the HVAC system. \$27,202.04</p> <p>197- Remaining cost of HVAC system-\$48,671</p>
198	Transportation	Transportation costs to reduce the spread of COVID-19.	<p>198- Purchase 1 bus and adding an additional route for social distancing, \$124,000 (preapproved)</p> <p>198- Purchase 1 school vehicle to serve a dual purpose: transport students who have been in close contact or exposed to COVID-19 and provide transportation home from tutoring for students who do not have a means of transportation, \$40,000</p>
		Sub total	\$608,126.54

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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 minimum of 20% 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 evidence based practices 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 Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes. 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.

ARP ESSER total allocation \$ 1,993,908.40 minimum 20% set-aside \$ 398,781.68

Program Code	Evidence-based interventions	Description	Projected Amount
170, 180, 184	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- State approved elementary and high school curriculum to address learning loss. \$461,191.58 includes *NWEA *Envision K-8 * Writing/English 7 th & 8 th curriculum *Wit & Wisdom curriculum(reading)K-8 *Social Studies and Science curriculum 200- Sped Curriculum \$1000
170, 180, 182, 184	Accelerating learning through instructional approaches.	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- Hiring and using tutors/interventionists to provide more one on one for students to address learning loss \$236,000(3 years for 3 interventionists)
170, 180, 182, 184	Accelerating learning through instructional approaches.	Out-of-school time programs: 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 (effect size .40-.60, Tier 3).	
170, 180, 184	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 learning programs to meet social, emotional, and academic needs. \$96,933.53
170, 180	Supporting equitable access and effective use of technology	Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).	
180, 181, 182	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).	
170, 180, 182, 183, 184, 185	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	
180, 182	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3)	
170, 180, 182, 183, 184, 185	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	170- PLC training and implementation, developing common curriculum/assessments for district, \$8,821
		Subtotal:	\$803,946.11

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: Barton School District will utilize ARP ESSER grant funds to implement evidence-based interventions that address the academic impact of instructional time lost due to the COVID-19 pandemic and provide the needed resources to respond to students not only academically but socially, emotionally and mentally. Our district plans to restructure the RTI 3 tier system to provide high dosage instruction and tutoring consistently for all grades K-12. The district has employed three additional interventionists to help students with specific needs especially those that have been most affected by the pandemic. Summer school was held this summer and it will also be held in summer 2023 to help meet the needs of students due to learning loss. The funds will also be used to purchase the NWEA MAP Assessments which will be utilized to monitor student progress and identify skills not mastered by students. Professional Learning Communities will be developed to review data periodically in order to adjust the curriculum and interventions to ensure students' growth and achievements are being met as well as attending to the social, emotional, and mental health needs of all students. Curriculum along with supplemental materials and supplies will be purchased to assist educators and interventionists in meeting the needs of students experiencing learning loss and students at risk of academic failure. All students including special needs, homeless, and foster will have equitable access to all ARP ESSER services and supplies. Parents and stakeholders in the district will be informed of ARP ESSER activities including additional instructional support services for at risk students through the school's website, social media, and parent meetings.


2.B. Process for Evaluating Implementation: Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation: Interventions will be extensively evaluated to determine their effectiveness on decreasing student learning loss. Fall NWEA Map Assessments in grades 3-10 will be utilized to diagnose and determine student achievement, grade level progress, and skill gaps and/or mastery. Data will be disaggregated and PLC meetings will be in place to involve teachers and interventionists to ensure goals are being met and achievement gaps are being closed. NWEA Winter and Spring Assessments as well as teacher made formative assessments, day to day teacher observation of student performance, and student grades will be used to evaluate the effectiveness of interventions implemented through ARP ESSER grant funds.

- 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
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185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.	187-Cameras for buildings that will be used for contact tracing. \$22,997.66
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	160- Recruitment and retention incentive for all certified and classified staff for signing on or returning to work after the COVID-19 pandemic. Per guidance from the U.S. Department of Education and the Arkansas Department of Education, incentives will be used to address staffing challenges that have increased as a result of the COVID pandemic. Certified staff will receive a one-time incentive of \$5,000 and classified staff a one-time payment of \$2,500. Incentives will be awarded November 15th. In order to receive the incentive, personnel must be an employee of BSD as of October 10th. The incentive is aiming to reduce turnover for the 2022-2023 school year. During the 2021-2022 school year, BSD lost 21 employees. \$483,838.09
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	191- Hiring a library assistant to ensure social distancing due to class size in one designated area. \$75,000(3 years) and a technology assistant
		Subtotal:	\$581,835.75

Bruce Guthrie 	2-16-2023
SUPERINTENDENT NAME (printed) and SIGNATURE	DATE