

Washington County Schools  
Narrative ARP ESSER Plan

The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with CDC guidance on reopening schools.

Washington County Schools (WCS) will use ARP ESSER funds to implement prevention and mitigation strategies consistent with the CDC and state guidance on reopening schools. A portion of these funds will be used for improvements and repairs to our HVAC systems to ensure good air quality. Funds will be utilized for the purchase of additional buses to allow for social distancing. To mitigate exposure, new water fountains will be installed in the schools. Additional funds will be used to purchase cleaning equipment, materials and supplies necessary for the district to provide a safe return and continuation of in-person learning.

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?

Washington County Schools has created plans to address the learning loss of students in each school utilizing current resources and/or additional sources of funding. Each school completed a grant application (WCS Academic Recovery School Grant Application) to the district focusing on developing reading and math skills through core practices or multi-tiered systems of intervention support listing recovery goals, problem of practice associated with the goals, approach the school will take to address the problem, the needs for student success, the output evident in teacher practice, how the practice will be monitored, and how to monitor student performance. Each grant application was reviewed and approved by the district. WCS will use a portion of the ARP ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as professional learning communities, formative assessments, culturally responsive teaching, multi-tiered systems of support, and positive behavioral interventions. The district will utilize strategies that include providing additional instructional time through summer school programing for remediation and recovery, afterschool programing for students not meeting benchmark and programming for enrichment and acceleration needs that meet diverse learner skillsets. The district will provide access to high quality instruction, instructional resources and materials and professional learning opportunities for staff and/or programs the district implements.

How the LEA will spend the remainder of it funds?

The district will prioritize the remaining funds based on the need's assessment completed by each SBDM Council, surveys completed by all shareholders (community, parents, staff, WCEA, students), and CSIP/CDIP prioritization goals. The remaining funds will be used to provide schools supplies for all students, improve and repair school facilities to reduce the risk of virus transmission and exposure to environmental health hazards and improve air quality and other necessary activities to maintain operation of and continuity of services for a safe and healthy educational environment, including continuing to employ existing or hiring new school staff to provide services for the educational environment. Other activities to be included in this grants to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff we have budgeted amounts for additional technology, PPE, insurance, tax collection fees, and improvement/repair/replace a wastewater treatment plant.

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

Washington County School administrators will analyze the progress of students in various evidence-based intervention programs using the monitoring tools associated with the programs. School administrators will meet with teachers regularly to discuss student progress and determine if any changes to students' intervention are necessary. District administrators will meet with school administrators regularly to discuss student progress and any resources or training that may be needed. Benchmarking assessments, formal and informal assessments, multiple measures of data and ongoing feedback loops will be utilized to gauge progress in all areas through logic models and the study, plan, do, act, model. WCS provides mental health and social-emotional learning not only in the school setting but also with families, staff and the community.

### Consultation

WCS released a survey inviting all parents/guardians, students, community members, school leaders, district administrators, teachers, teacher education association, and other school personnel to provide input on the district's ARP ESSER plan. Of the 151 responses received, the responses came from groups who work with, live with or represent students with disabilities (47%), English learners/multilingual students (28.5%), migratory students (18.5%), homeless students (21.9%), and students of color (31.8%). We believe this represents most of the groups of children from historically disadvantaged groups.

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