

Erlanger-Elsmere Schools

ARP ESSER LEA Plan

Section 1

Narrative

The safety and well-being of our students, staff and community is our number one priority. We strongly believe that all students having access to in-person learning daily is essential to the academic and social/emotional well-being of our students. The district will continue to monitor transmission data throughout the school year and will update this plan with additional layered prevention strategies if necessary or required.

Prevention and Mitigation Strategies

- We recommend that all eligible staff, students, and community members receive the COVID vaccination (we understand and respect that this is an individual/family choice but it is important to note that students/staff who are vaccinated do not have to quarantine unless they become symptomatic).
- We recommend all persons who are not vaccinated wear masks while indoors in any Erlanger-Elsmere Schools facility (This is only a recommendation and is the choice of the individual and/or their families and we also recommend that individuals consult their doctor for professional medical advice).
- We recommend social distancing of three (3) feet for students and six (6) feet for staff to students when possible without changing the schedule or physical use of space in the school or without interfering with bus routing. This recommendation should not prevent student group work, other instructional activities, or eating and socialization during lunch. Student interaction is also essential to the well-being of our students.
- Provide information to the community about local vaccine events and/or host vaccine events at our school facilities
- Hand Hygiene (Hand Sanitizer and Hand Washing)
- Cleaning of Facilities
- Isolation of students/staff at school who have a fever and/or symptoms of COVID-19

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Section 2

Narrative

Curriculum and Instruction Focus Statement - Instructionally, our district will provide a rigorous, engaging, culturally responsive, standards-based learning experience for all students through intentionally-planned instruction and assessments which set high expectations for all learners. To fulfill our district vision and mission, we will provide the appropriate wrap-around support and extension opportunities while integrating current technology to enhance these learning experiences.

Area of Focus - Instruction

Professional Learning Communities

PLCs will be used as an evidence-based intervention that ensures a focus on student learning and building a collaborative culture that is results driven. This practice will promote equity for students. Analysis of classroom level data will drive teacher reflection of their instructional practices.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

Culturally Responsive Teaching

Culturally Responsive Teaching will be used as an evidence-based intervention to narrow achievement gaps and to provide student-centered and authentic instruction that is inclusive, scaffolds student learning, and provides a challenging curriculum in a respectful climate. Culturally relevant teachers take personal responsibility for the success of all students and create connections between classroom content and students' background knowledge while taking into account students' cultural identities and the assets those identities bring to the classroom.

Byrd, C. M. (2016). Does Culturally Relevant teaching work? An examination from student perspectives. SAGE Open, 6(3), 1-10.

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<https://journals.sagepub.com/doi/10.1177/2158244016660744>

Gay, G. (2010). *Culturally Responsive Teaching : theory, research, and practice* (2nd ed.). Teachers College.

Moore, A. L., Giles, R. M., & Vitulli, P. (2021) "Prepared to Respond? Investigating preservice teachers' perceptions of their readiness for Culturally Responsive Teaching," *International Journal for the Scholarship of Teaching and Learning*: Vol. 15: No. 1, Article 10.

<https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&context=ij-sotl>

Piazza, S. V., Rao, S., & Protacio, M. S. (2015). Converging recommendations for culturally responsive literacy practices: Students with learning disabilities, English language learners, and socio-culturally diverse learners. *International Journal of Multicultural Education*, 17(3), 1-20.

<https://eric.ed.gov/?id=EJ1104910>

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support will be used as an evidence-based framework to give universal, supplemental and targeted support to all students. The four components of MTSS include universal screening, data-based decision making, multi-level prevention systems, and progress monitoring. All components make up an effective MTSS framework which allows districts and schools to provide core differentiated instruction and intervention in a timely manner to support students' learning loss.

Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., & Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. *Exceptional Children*, 83(3), 269–280.

<https://eric.ed.gov/?id=EJ1146326>.

Burns, M. K., Jimerson, S. R., VanDerHeyden, A. M., & Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The science and practice of multi-tiered systems of support* (2nd ed.) (pp. 719–732). New York, NY: Springer.

Fixsen, D. L., Naoom, S. F., Blase, K. A., & Friedman, R. M. (2005). *Implementation research: A synthesis of the literature*. (FMHI Publication No. 231). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network.

<https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf>

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National Center on Response to Intervention at the American Institutes for Research. (2015). MTSS, RTI, special education ... Oh my! Gaining an understanding of MTSS and RTI from Drs. Lynn Fuchs and Joe Jenkins. Washington, DC: Author.

<https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe>

Positive Behavioral Interventions and Supports

PBIS will be used as an evidence-based intervention to develop school-wide expectations, targeted interventions and supports, and data-driven decisions making to improve student behavior and student outcomes.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon.

<https://www.pbis.org/resource/pbis-implementation-blueprint>

US Department of Justice and US Department of Education, (July, 2014). Dear colleague letter on the nondiscriminatory administration of school discipline.

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html>

U.S. Department of Education Office for Civil Rights, (March, 2014). Civil rights data collection: Data snapshot (School Discipline).

<https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf>

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Section 3

Narrative

Any remaining funds will be spent on: continuing or unexpected mitigation and prevention strategies, additional resources for our Areas of Focus described in Sections 2 and 4, and/or additional Areas of Focus identified by continued stakeholder feedback. All monies will be spent in accordance with ARP ESSER Spending Plan and Assurances (GMAP) and the ARP ESSER spending matrix.

Section 4

Narrative

The purpose of the Erlanger-Elsmere School District is best defined through our Vision and Mission Statements: Our mission is to embrace and attend to the individual needs of our students, regardless of the obstacles. Meeting these challenges requires that our schools and our district cooperatively seek ways to continually grow and improve. We envision that the Erlanger-Elsmere Schools will provide essential opportunities for all students to reach their greatest potential. We hold high expectations for our students and our staff and work to maximize student learning and student achievement to ensure that every child is college and/or career ready.

Area of Focus - Professional School Counseling Programs

Professional School Counseling

Continued implementation and support for our school's Professional School Counseling Programs and Recognized ASCA (American School Counselor Association) Model Program (RAMP) certification. This will allow our school district to meet the individual social/emotional needs of our students', implement robust social/emotional supports through the MTSS process, and achieve our district's vision, mission, and academic outcomes.

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Evidence-Based School Counseling: Models for Integrated Practice and School Counselor Education
Brett Zyromski¹, Carey Dimmitt², Melissa Mariani³, and Catherine Griffith²
<https://journals.sagepub.com/doi/pdf/10.1177/2156759X18801847>

Stakeholder Input

Stakeholder input for the ESSER I, ESSER II, and ARP ESSER spending plans have been solicited in the following manner:

Students

- Student representatives on the Board of Education through open regular and special Board meetings
 - Regular Board Meeting Agendas include an opportunity for public comment
- Superintendent's Student Advisory Council
- Superintendent communication (email, virtual, and in-person)

Families

- Through open regular and special Board meetings
 - Regular Board Meeting Agendas include an opportunity for public comment
- Superintendent communication (Infinite Campus)
- SBDM meetings

School and District Administrators

- Through open regular and special Board meetings
 - Regular Board Meeting Agendas include an opportunity for public comment
- Monthly Leadership meetings with Principals and Assistant Principals
- Bi-weekly Leadership meetings with District Administrators
- Weekly or Monthly meetings with Department Supervisors

Educators and their Unions

- Through open regular and special Board meetings
 - Regular Board Meeting Agendas include an opportunity for public comment
- Monthly meetings with Teacher Leadership group
 - This group includes the President of the Erlanger-Elsmere Teacher Association
- Superintendent communication (email, virtual, and in-person)
- SBDM meetings

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Civil Rights Organizations

- Superintendent monthly meetings with the President of the Northern Kentucky Chapter of the NAACP and the Bowles Center for Diversity

Stakeholders Representing the Groups of Children from Historically Disadvantaged Groups

- Through open regular and special Board meetings
 - Regular Board Meeting Agendas include an opportunity for public comment
- Monthly Leadership meetings with Principals and Assistant Principals
- Bi-weekly Leadership meetings with District Administrators
 - Included in this group are:
 - Director of Special Education
 - EL Coordinator
 - Preschool Director
 - Gifted and Talented Coordinator
- Monthly meetings with Grant Coordinators
 - Strategic Prevention Framework
 - Project Prevent
 - STOP
 - Full Service Community Schools
 - Drug Free Communities

The Superintendent will continue to update stakeholders and the Erlanger-Elsmere Board of Education at regular and special meetings for the duration of the funding cycle. Ongoing input will also be gathered from the Teacher Leadership group, which includes a representative from the Erlanger-Elsmere Teachers Association, the Superintendent Student Advisory Council, regular and special meetings of the schools' SBDM Councils, and meetings with local elected officials at the state, county, and city levels.