

FORT THOMAS				
INDEPENDENT SCHOOLS				
H	H	J	M	W
HIGHLANDS HIGH	HIGHLANDS MIDDLE	JOHNSON elementary	MOYER elementary	WOODFILL elementary



ARP ESSER SPENDING PLAN

August 16, 2021

ARP ESSER Funding

American Rescue Plan Elementary and Secondary School
Emergency Relief Fund

August 2020

ESSER I

May 2021

ESSER II

July 2021

ARP ESSER

- Allocation = \$1,279,332
- Safe Return to In-person Instruction and Continuity of Services Plan (*FTIS Healthy at School Website*)
- Spending Plan Requirements:
 - implement prevention and mitigation strategies
 - academic impact of lost instructional time
 - address spending priorities
 - academic, social, emotional and mental health needs of all students
 - include meaningful consultation

FORT THOMAS

INDEPENDENT SCHOOLS

FORT THOMAS INDEPENDENT SCHOOLS American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) FY 2021-2022

Section 1

Narrative:

The Fort Thomas Independent Schools is committed to staff and student health and safety as we return to in-person learning post pandemic. To continue to mitigate the effects and reduce the spread of COVID-19, we will utilize funds to implement the practices and protocols listed below. Furthermore, the District will continually monitor and evaluate the effectiveness of each of these practices, and we will adjust as needed to follow any updated guidance in accordance with the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, the Kentucky Department of Education, and local Health Department.

Our mission and vision guide us; especially during the time of a crisis. In our vision we recognize that our community, as a valued partner, reciprocates our desire to develop a highly-skilled workforce that demonstrates civic pride, global citizenship and service to others. The Fort Thomas Independent Schools has communicated our plans for the safe reopening of schools at our Healthy At School website:

<https://sites.google.com/fortthomas.kyschools.us/ftishealthyatschool/healthy-at-schools-2021-2022?authuser=0>

Section 2

Narrative:

Section 2 of our ARP ESSER Plan is focused on how the Fort Thomas Independent Schools will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. The plan below details the areas of focus the District will intentionally address to mitigate the impact of lost instructional time, the evidence-based interventions we will utilize to do so, the research citations and links for those evidence-based interventions, as well as a rationale explaining how our district will implement each evidence-based intervention.

Section 3

Narrative:

Section 3 of our ARP ESSER Plan outlines the funding priorities of our ARP ESSER allocation. The Fort Thomas Independent Schools is committed to responsibly utilizing available federal funds to advance our work in promoting high levels of student achievement in light of the conditions applied by the COVID-19 global pandemic. The allocated funds through ARP ESSER will allow the District to progress towards goal attainment in several strategic improvement areas. Our intentions are aligned with both federal guidance and a local assessment of needs.

Use of Funds	Implementation Rationale
Purchasing educational technology	A financial investment in 1:1 technology devices (hardware) will be prioritized for students to aid in regular and substantive educational interaction between students and their classroom instructors.
Maintain/continuity of services; continued staff employment	In order to maintain the operation of and continuity of services, we will continue to employ existing staff and provide resources to schools to meet the challenging demands of reopening schools during the global pandemic.
Addressing learning loss	Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, by administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
Strategies for reopening schools	Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Section 4

Narrative:

Section 4 of our ARP ESSER Plan details how we are responding to the academic, social emotional, and mental health needs of all students and how we will ensure the selected interventions address the academic impact of lost instructional time. This section also addresses how Fort Thomas Independent Schools conducted meaningful consultation with required stakeholders and utilized feedback when creating our district plan.

Stakeholder Input:

The Fort Thomas Independent Schools recognizes the importance of stakeholder feedback and input as students, teachers, administrators, families, community agencies, and local businesses begin to recover from the COVID-19 pandemic. Prior to our district's creation of a recovery plan, stakeholder feedback was solicited in multiple ways. In order to accomplish our system-wide vision during the time of a crisis, we recognize that there are many different perspectives and have actively worked with students, teachers, parents and community members to develop Healthy at School plans. Through our [Portrait of a Graduate](#), our students engage in a variety of experiences that foster creativity and curiosity, demonstrating the skills and dispositions needed to solve real-world problems and to become caring and productive members of the global community. The priority to help students develop as: Courageous Leaders, Creative Problem Solvers, Curious Critical Thinkers, Empathetic Collaborators and Global Communicators becomes even more important as students see first-hand the impact of these competencies in solving global issues such as those brought about because of COVID-19.

Our District's culture welcomes all stakeholders and allows students to feel safe, encouraged, nurtured and challenged to achieve at high levels. We have developed plans based on the safety, social-emotional, and learning needs of our students. With support from our community and stakeholders, we are confident that we can continue the exceptional teaching and learning that Fort Thomas Independent Schools is known for.

An initial reopening committee for COVID-19 was put together by the Fort Thomas Independent Schools, the local Health Department, and the local city government in a collaborative effort to determine the most effective and efficient ways to utilize personnel, resources, and allocate funding. All the data and determinations were shared via our district's Healthy at Schools website. In development of an ARP ESSER Plan, significant collaboration ensued between the District's Executive Leadership Team, Superintendent's Cabinet, District Leadership Team, and the Board of Education. A comprehensive determination of needs was fulfilled through an analysis of available data including, but not limited to, program evaluations, budget reviews, and guidance provided for the safe reopening of schools by the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, the Kentucky Department of Education, and local Health Department.



Feedback on ARP ESSER Spending Plan Revision:

- Meaningful consultation has not been met.
 - The plan must include a description of how the district conducted meaningful consultation and took stakeholder feedback into account while developing the plan.

FTIS WILL RESUBMIT A REVISION TO OUR ARP ESSER SPENDING PLAN BY AUGUST 31, 2021.

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