

Local Use of Funds Plan  
Bowling Green City Schools

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

*The district plans to utilize ESSER III funding in upgrading the HVAC in multiple district buildings using mini-split air conditioning units to help reduce humidity and improve air quality according to CDC guidance. The mini-split cooling unit option will provide air conditioned spaces and improve the air quality by reducing the temperatures and reducing humidity in the spaces they serve. This cooler, drier temperature will also make the spaces more comfortable and contribute to improved student achievement. Studies have shown that student academic success rates are higher and overall health is better in buildings that have controlled temperature and humidity compared to those that are not (How does Indoor Air Quality Impact Student Health and Academic Performance, EPA - April 2010 publication). The mini-split units would also be installed with bipolar ionization technology in them to help remove viruses and improve the indoor air quality in the spaces they serve. Mini-split units are planned for the academic learning spaces serving roughly 1,800 children and teachers. Currently, classroom temperatures exceed 100 degrees on extremely hot days, requiring the need for two to three (2-3) box fans in each classroom. The fans are noisy and disruptive, impeding education. Extreme temperatures have forced the district to close un-air-conditioned buildings (xx days in 2019-2020 and xx days in 2020-2021) which leads to further learning loss for those students.*

2. How will the LEA 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, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year?

*The district will utilize funds by continuing the services of staff hired with ESSER II funding to address the impact of learning loss due to the pandemic. At the elementary 4 full time instructors will be retained to support students in the area of reading and math in small group intervention. If funds allow, 3 part time instructors will be retained at the secondary level to support students in the area of reading and math in small group intervention.*

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

*The district will use at least 20% of it's funding for learning loss.*

4. How will the LEA 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 instructional 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.

*The district will determine academic loss and need for intervention using assessment data as well as the criteria above. The data is analyzed to provide targeted intervention and support based on academic need. We have increased our instructional support with the addition of 4 full and 3 part time instructors to meet the needs of learners in small groups using evidence-based instructional practices in reading and math.*

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

*The district has monitored benchmark and 3rd grade OST data to determine the needs of students as they relate to learning loss. Data is analyzed to provide targeted intervention based on student academic need. Our data indicates that students require additional support in reading and math next school year. Additional staff will be hired to meet these areas of instructional need.*

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

*With prompt approval of this grant funding, the district can move swiftly to begin upgrading the HVAC systems in order to provide improved comfort and air quality and overall health for students, staff, and other workers. The evaluation of the current systems is currently underway and once our application is approved, we are prepared to immediately begin the process for hiring an architect and starting the renovation.*

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

*Our district has implemented and will continue with a 1:1 chrome book for students in grades 3-12. If we should return to remote learning, all students K-12 would be issued a chrome book for home instruction. The district has also provided hotspots for internet connectivity for remote learning. This will continue as necessary to ensure remote access for learners.*

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

*The district will utilize funds by hiring additional staffing to address the impact of learning loss due to the pandemic. At the elementary 4 full time instructors will be hired to support students in the area of reading and math in small group intervention. At the secondary level 6 part time instructors will be hired to support students in the area of reading and math in small group intervention.*

*The district will determine academic loss and need for intervention using assessment data as well as the criteria above. The data is analyzed to provide targeted intervention and support based on academic need. We have increased our instructional support with the addition of 4 full and 6 part time instructors to meet the needs of learners in small groups using evidence-based instructional practices in reading and math.*

*The district has monitored benchmark and 3rd grade OST data to determine the needs of students as they relate to learning loss. Data is analyzed to provide targeted intervention based on student academic need. Our data indicates that students require additional support in reading and math next school year. Additional staff will be hired to meet these areas of instructional need.*

*Our district has implemented and will continue with a 1:1 chrome book for students in grades 3-12. If we should return to remote learning, all students K-12 would be issued a chrome book for home instruction. The district has also provided hotspots for internet connectivity for remote learning. This will continue as necessary to ensure remote access for learners. The district uses Google Classroom and Power School to track attendance during distance learning.*

*Our district will continue to support and engage families to effectively support student learning. Families will continue to meet and communicate with LEA staff in person or remotely to meet the scheduling needs of families.*