

Robertson County School

ARP ESSER Plan

The Robertson County School has been allocated \$858,253 from the American Relief Plan Elementary and Secondary School Emergency Relief (ARP ESSER) fund. Of the total received, a minimum of \$171,651 (20%) will be used to focus on recovering from learning loss due to the direct and indirect impacts of COVID-19. The ARP ESSER Plan was developed based on the needs of students, faculty, staff, and the district overall. Each of the areas discussed below are intended to meet the requirements as set out in the federal requirements for usage of the ARP ESSER funds.

PREVENTION AND MITIGATION STRATEGIES ON REOPENING SCHOOLS

It is the intent of the district to ensure a safe and environmental clean atmosphere for students and employees upon returning to school. We will be following both the state and CDC guidance on the reopening of our school. We will be encouraging all who are eligible to obtain their vaccination for COVID-19 prior to the start of the school year. For students under the age of 12, the classroom environment will maintain a 3-foot distance from other students along with the wearing of masks. Teacher will maintain a 6-foot distance from students as appropriate along with the recommendation of the wearing of masks. Social distancing will be followed for all students while the students are in the building.

Custodial staff will continue to clean and disinfect the building according to state and CDC recommendations. Instructional staff will continue to monitor and maintain social distancing, encourage safe interaction between students, perform cleaning and sanitizing activities as need during the school day (such as during the change of classes, spills, or before instructional materials are exchanged between students). Same guidance will be followed when students and staff are in the hallways, going to the gym and cafeteria, and entering and exiting the building.

Signage will continue to be posted through our school regarding safe practices to be followed by students and staff. Visitors to the building will be required to wear a mask unless fully vaccinated. Visitors will not be allowed to just wonder around the building but must have a specific purpose to be in the school and must follow proper protocol (wearing of mask, social distancing).

ADDRESSING IMPACT OF LOSS OF INSTRUCTIONAL TIME THROUGH EVIDENCE-BASED INTERVENTION

The district will utilize summer school sessions with a recommended 5 to 6 weeks of instruction with small class sizes to address the learning loss that occur as a result of COVID-19. In additional instructional programs will be used to help students to obtain necessary skills to perform at high levels. In addition, before and after school instructional services will be provided in small groups or one-on-one sessions to help students with learning loss.

Instructional resources will be made available for teachers to use in their teaching and by students as a drill-and-practice opportunity to enhance their academic skills. These instructional resources include but are not limited to: iReady for reading and math in grades P-12; PLATO in grades 9-12; Amplify for science in grades 4-8; and Khan Academy for various subjects in grades 5-12, along with best practices for providing remediation and enrichment. These instructional resources along with evidence-based interventions strategies have been shown to help address both learning loss and responding to students' academic, social, emotional, and mental health needs.

The district will also use high-quality Tier 1 instruction in reading and math. To help in the facilitation of this strategy, teachers will acquire professional learning to allow them to better serve all students and not just those receiving interventions.

PLANS ON USE OF REMAINDER OF ESSER FUNDS

The ESSER funds received by the district will be used for:

- (1) salary and fringes of instructional and support staff to assist students to obtain the academic skills lost due to COVID-19;
- (2) hiring of additional instructional staff to help reduce class size to enable social distancing in the instructional setting;
- (3) hiring of interventionist to address learning loss in academic areas;
- (4) instructional software, materials, and equipment to help address the academic needs and learning loss of all students;
- (5) custodial cleaning materials to assist in the disinfecting and cleaning of the building and to improve air quality within the building;
- (6) compensation for employees providing extra instructional services taking place before and after school, extra services for remediation instruction during the school day, and additional instructional time during school breaks;
- (7) supporting school food service to provide meals to students during the summer school program and in the case the school must return to virtual learning due to the pandemic spreading;
- (8) pay for the costs associated with professional development training for instructional staff to help them acquire additional skills to meet the academic, social, emotional, and mental health needs of students;
- (9) purchase buses to address improved air quality, more social distancing, and to transport students during after school and summer school activities;
- (10) various insurance coverage as allowed through the Federal Education Act;
- (11) provide pay supplements to all employees to cover extra responsibilities as a result of COVID-19;
- (12) repairs and/replacement of HVAC units to improve air quality;
- (13) supplies for students to meet their personal and educational needs, to be distributed through the YSC;
- (14) licensing of software to be used to address learning loss;
- (15) materials, resources, and support for expanding the CTE program; and
- (16) support of internal and external counseling programs to respond to students' and staff social, emotional, and mental health needs.

ACADEMIC, SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS OF STUDENTS

As identified in the activities, ESSER funds will be used in the district with the academic needs of the students being met through additional instruction that will take place during the summer, before and after school, and during the school day. Interventionist will be used to provide one-on-one or small group intervention to help students acquire the skills lost as a result of the pandemic. In the case the school must return to a full virtual setting, food service will provide meals to all students by delivery food items at designed place. In addition, food service will operate during summer school and snack will be provided during after school activities. Student health services will be provided to all students as needed. Counseling services will be provided to address any social, emotional, and mental health needs of students and staff.

MEANINGFUL CONSULTATION FROM STAKEHOLDERS

Input from a wide range of stakeholders (students, parents, district employees, professional organizations (unions), community members and leaders, civic organizations) were collected using an online survey. The survey collected respondent's information related to (1) role in the school and the community; (2) grade level affiliation; and (3) generalized suggestions on how ARP ESSER funds should be used.

Stakeholders were notified of the availability of the survey through Facebook, district's website (www.school.robertson.k12.ky.us), email, phone calls, and word of mouth. Stakeholder's inputs were collected over a period of 8 days.

Once the survey closed, the results were reviewed by the district's administrative team to determine the areas of need for the district. Strategies to address those needs will be developed along with the projected costs as the district prepared the budget for submission to KDE.

One hundred forty-nine (149) individuals responded to the survey. The role of the respondents were (an individual could respond to more than one role):

| | |
|---|------------|
| Parents or Guardians | 94 (65.1%) |
| Certified Personnel (other than administrators) | 42 (28.2%) |
| Classified Personnel | 17 (11.4%) |
| Students | 11 (7.1%) |
| Community Member | 8 (5.4%) |
| School/District Administrator | 6 (4.0%) |

When asked about the other roles the respondent has in the community, the following responses were received (an individual could respond to more than one role).

| | |
|--|------------|
| My child qualifies for free/reduced meals | 45 (30.2%) |
| Members of a teachers' professional association | 29 (19.5%) |
| Business owner/employer | 24 (16.2%) |
| Member of a civic organization | 20 (13.4%) |
| Parent/guardian of a special needs student | 9 (6.0%) |
| Member of a civil rights group | 2 (1.3%) |
| I am considered a member of a minority | 1 (0.7%) |
| None of the above | 47 (31.5%) |
| Other | 5 (3.5%) |
| Pastor; deputy sheriff; grandparent; parent of graduated student; minister | |

Respondent provided an indication of which grade level they were closely affiliated with (an individual could respond to more than one grade level).

| | |
|-------------------------------------|------------|
| Preschool | 20 (13.4%) |
| Grades K-2 | 50 (33.6%) |
| Grades 3-5 | 65 (43.6%) |
| Grades 6-8 | 58 (38.9%) |
| Grades 9-12 | 81 (54.4%) |
| Not associated with any grade level | 11 (7.4%) |

The final item on the survey asked for the respondent to select the top 4 financial needs of the district. The respondents were to select only 4 items.

| | |
|---|------------|
| Instructional materials | 98 (65.8%) |
| Additional career/technical opportunities | 86 (57.7%) |
| Intervention for students (summer school, tutoring, ESS) | 70 (47.0%) |
| Additional staff to reduce class size, intervention | 69 (46.3%) |
| Technology (Chromebooks, computers, software) | 63 (42.3%) |
| Social, emotional support for students (counseling, materials for staff) | 51 (34.2%) |
| Upgrade facilities (environmental equipment) | 34 (22.8%) |
| Cleaning/sanitation supplies | 28 (18.8%) |
| Professional development needs | 21 (14.1%) |
| New buses | 21 (14.1%) |
| Universal preschool; additional preschool classes | 14 (9.4%) |
| RtI services for students | 3 (2.0%) |
| Other | 7 (4.9%) |
| Student activity programs; funding for staff training on children with disabilities; SRO certified officers; Boys and Girls club, alternative education; creation of new classrooms; music-band; instructional aides to help children that need extra help in class | |

EVIDENCE-BASED PRACTICE CITATIONS

Almus, K. & Dogan, B. (2016). A student of summer school enrichment programs in high-poverty urban public charter school. *Reading Improvement*, 53(1), 1-16.

Amplify Science: The research behind the program (2019). Amplify Education Inc. Retrieved from https://amplify.com/wp-content/uploads/2019/12/AS_The-research-behind-the-program.pdf

Amplify Science: Field trial effectiveness research report (2019). Amplify Education Inc. Retrieved from https://amplify.com/wp-content/uploads/2019/12/AS_field-trial-effectiveness-research-report.pdf

Baenen, N. R., Linblad, M., Yaman, K., Wake County Public Schools System, Raleigh NC Dept of Evaluation and Research (2002). Can extended learning opportunities improve student achievement? E&R Report. Wake County Public School System NC. ERIC Document ED466479

i-Ready Proven to Work. (2019). Proven to Work. Curriculum Associates. Retrieved from <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>

i_Ready Academic Achievement at the end of the 2020-2021 school year (2021). Academic achievement at the end of the 2020-2021 school year: Insights after more than a year of disrupted teaching and learning. Curriculum Associates. Retrieved from <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-understanding-student-needs-paper-spring-results-2021.pdf>

McCombs, J., Whitaker, A., & Yoo, P. (2017). The value of out-of-school time programs. RAND Corporation. Retrieved from <https://www.wallacefoundation.org/knowledge-center/Documents/The-Value-of-Out-of-School-Time-Programs.pdf>

PLATO Learning (2004). An overview of the research base of PLATO: Technical paper #12. PLATO Learning Inc. Retrieved from https://www.immagic.com/eLibrary/ARCHIVES/GENERAL/PLATO_US/P040800F.pdf

Rezian, M. & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Child Trends Fact Sheet. Retrieved from <https://www.wallacefoundation.org/knowledge-center/Documents/Effective-and-Promising-Summer-Learning-Programs-Fact-Sheet.pdf>

Schwartz, H. L., McCombs, J. S., & Augustine, C. H. (2018). Getting to work on summer learning: Recommended practices for success, 2nd ed. RAND Corporation.

Vidergor, H. E. & Ben-Amram, P. (2020). Khan Academy effectiveness: The case of math second students' perceptions. *Computers & Education, 157*.
doi:10.1016/j.compedu.2020.103985

Weischadle, D. E. (2002). Extended learning opportunities: Some lessons from the field. *Education, 123*(1), 73-95.