

## ESSER 3.0 Public Plan-Federal Relief Spending Addendum Addendum Guidance

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (February 1 and August 27). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The intent of the plan is to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total for each relief fund: ESSER 1.0, ESSER 2.0, and ESSER 3.0. and equal the allocation amounts.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align to the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it used multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

## ESSER 3.0 Public Plan-Federal Relief Spending Addendum

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a Public Plan-Federal Relief Spending. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

### ***General Information***

LEA Name: ***Robertson County Schools***  
 Director of Schools (Name): ***Dr. Chris Causey***  
 ESSER Director (Name): ***Danielle Kaminsky***  
 Address: ***801 M.S. Couets Blvd. Springfield, TN 37172***  
 Phone #: ***615-384-5588***  
 District Website: ***<https://www.rcstn.net/>***  
 Addendum Date: ***February 1, 2022***

Total Student Enrollment:	<b><i>13,803</i></b>
Grades Served:	<b><i>PreK-12</i></b>
Number of Schools:	<b><i>25</i></b>

### ***Funding***

ESSER 1.0 Allocation:	<b><i>\$1,673,761.85</i></b>
ESSER 2.0 Allocation:	<b><i>\$6,573,070.63</i></b>
ESSER 3.0 Allocation:	<b><i>\$14,762,182.91</i></b>
<b>Total Allocation:</b>	<b><i>\$23,009,015.38</i></b>

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	\$315,015.56		\$1,774,114.85
	Summer Programming			
	Early Reading			
	Interventionists			\$9,000
	Other			\$336,998.45
	Sub-Total	\$315,015.56		\$2,120,113.30
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations			\$144,127.34
	Mental Health			\$576,509.35
	Other	\$127,259.77	\$1,232,429	\$1,446,632.75
	Sub-Total	\$127,259.77	\$1,232,429	\$2,167,269.44
Educators	Strategic Teacher Retention			\$96,990
	Grow Your Own			
	Class Size Reduction			
	Other			\$226,186.81
	Sub-Total			\$323,176.81
Foundations	Technology	\$507,441.23		\$869,236
	High Speed Internet	\$142,000		
	Academic Space (facilities)		\$5,340,641.63	\$8,000,000
	Auditing and Reporting			\$594,697.56
	Other			\$687,689.80
	Sub-Total	\$649,441.23	\$5,340,641.63	\$10,151,623.36
<b>Total</b>		<b>\$1,091,716.56</b>	<b>\$6,573,070.63</b>	<b>\$14,762,182.91</b>
		<b>\$554,700.40</b> (carrying over for 1:1) <b>\$27,344.89</b> (Equitable Services)		

## Academics

### 1. Describe strategic allocations to accelerate *Academic Achievement*, including how allocations support the investments identified in the district’s needs assessment:

#### After School Tutoring Program

Tutoring is available for students in grades K-12 three hours per week for 28 weeks. Students are selected for the program based on risk database criteria and reevaluated every quarter. The district tutoring program is designed to address student achievement data in Literacy, ELA, and Mathematics at all grade levels as referenced in the Academics section of the district needs assessment. Please find updated data on page 12 of this Addendum.

#### New Math Textbook Adoption

The math textbook adoption supports the need for high quality math materials and the need for online access to textbooks.

#### Contract Instrumental and Vocal Specialists

Instrumental and vocal specialists to identify, remediate, and realign instructional gaps in music instruction to address learning loss from the 2020-2021 school year.

#### REVISIONS:

After discussion and consultation with building principals and teachers, 3 Contract Intervention Teachers to teach RTI groups in schools with high percentages of students in Tiers II and III have been removed from the plan and 4 Behavior Technicians have been added in the Student Readiness section to provide on-going consultation and support for school teams with students experiencing behavioral challenges. This initiative address expansion of mental health support services referenced in the Needs Assessment.

### 2. Describe initiatives included in the “other” category:

This funding supports a math textbook adoption. This adoption will support the need for high quality math materials to support Tier I instruction at all grade levels. This initiative addresses student achievement data in Mathematics as referenced in the Academics section of the district needs assessment as well as the need for online access to textbooks which has grown and will assist the district in meeting student needs as we navigate the pandemic referenced in the Readiness section of the district needs assessment.

## Student Readiness

### 1. Description of strategic allocations to support *Student Readiness and the School-Related Supports* necessary to access high-quality instruction, including how allocations support the investments identified in the district’s needs assessment:

#### Translator at Springfield High School

A full-time translator at Springfield High School.

*\* As referenced in the Foundations Section this position replaces the Floating Nurse now funded through the ELC Grant.*

**District Behavior Technicians\*** *As referenced in the Academics Section these positions replace the Contract RTI teachers* Behavior Technicians to provide on-going consultation and support for students experiencing behavioral challenges.

#### Video Library of Exemplary Lessons

A video library of exemplary skills lessons for students to make up for lost learning opportunities and regain lost credits via a web-based self-paced program.

#### Personalized Learning Programs and Curricular Resources

District-wide licenses for online learning programs and instructional resources to address and mitigate learning loss.

#### Contract Instrumental and Vocal Specialists

Instrumental and vocal specialists to identify, remediate, and realign instructional gaps in music instruction.

#### Online Curriculum for CTE

These online curriculums support Fundamentals of Automotive, AgScience, Business and Finance, Culinary Arts, Health Science and allow CTE students to participate in competency-based instruction.

#### REVISIONS:

The Floating Nurse (originally placed in the Foundations section), will now be funded through the ELC grant and replaced with a full-time translator at Springfield High School located in the Student Readiness section.

Jan Richardson intervention materials for Tiers II and III intervention in reading, writing, word study, and comprehension were added to Curricular Resources.

## 2. Describe initiatives included in the “other” category:

- The district utilized ESSER 1.0 funds to begin the development of a video library of exemplary foundational skills lessons. ESSER 3.0 funds will be utilized to complete this initiative for students who experienced learning loss so they can access instruction asynchronously or during extended learning periods (extra time and support block, after-school tutoring, summer learning camps, etc.) The video library supports high-quality instruction by allowing students a web-based self-paced opportunity to regain lost learning. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities and regain lost credits via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
- To plan for long-term closure and continue instruction ESSER 1.0 and 2.0 funds were used to purchase the Connexus Learning Management system and seats for students who chose the virtual option during the 2020-2021 school year. Progress was monitored by a virtual Pearson teacher through grades and completion reports produced through the program. This activity aligned with both the health/safety and academic priorities because students whose family chose the virtual option were able to remain safely at home while still actively participating in daily learning and course progress.
- iCEV and CDX for CTE (2 years)- These online curriculums are used for Fundamentals of Automotive, AgScience, Business and Finance, Culinary Arts, Health Science and will allow CTE students to participate in competency-based instruction. These programs will allow instructors to differentiate assignments that are tailored to each student's individual level and needs. As referenced in the district needs assessment, to ensure continuity during the 2021-2022 school year, instructors have indicated the need to continue utilizing online competency-based curriculums such as iCEV and CDX that facilitate differentiated instruction within the CTE curriculum.
- Funding for district-wide licenses for online personalized learning programs with resources designed for Student Readiness and as supports necessary to access high-quality instruction as well as mitigating learning loss:
  - Discovery Education- Discovery Education content is curated by topic and grade-level, combined with the tools to differentiate instruction which include resources to mitigate learning loss through a focus on accelerated learning. The Discovery Education program addresses student achievement data at all grade levels in Literacy, ELA, and Mathematics at all grade levels as referenced in the Academics section of the district needs assessment. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities and regain lost credits via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
  - Odyssey Ware- Odyssey Ware is used for credit recovery for students who are behind on coursework. The program will be used during the extra-time and support block and during after-school tutoring. This software allows for personalized learning and instruction so that instruction is tailored to each student's individual level and needs. Addressing the 212% increase in credit requests from the prior school year referenced in the Readiness section of the district needs assessment.
  - ACT Prep Online- Funding for student licenses of ACT Online Prep for 10th and 11th grade students to be implemented during the extra-time and support block and during after-school tutoring. The ACT Online Prep program allows students to access personalized practice for the ACT to improve and achieve their ACT goals. This software will address the need to increase ACT scores so that they fall at or above the state average in all areas referred to in Academics and Readiness sections of the district needs assessment. Implementation of this program is designed to meet the challenges caused by closure of ACT testing centers during the pandemic interrupting the typical schedule followed by RCS junior year students. These closings and schedule changes impacted ACT participation and performance. This software also supports the need to strengthen high school transitional pathways to increase student ACT participation in the junior year of high school and the number of “ready graduates” overall in Robertson County.
  - Power of ICU- The Power of ICU will be implemented at the middle school level to implement school-based instructional strategies to improve student engagement and responsibility. This program assists educators and families with collaboration, communication, and management of missing assignments. As referenced in the Readiness section of the district needs assessment, student attendance and assignment completion decreased during virtual days as engaging in online learning became overwhelming. This strategy is designed to assist in regaining the ground that was lost during the Covid pandemic.
  - Achieve 3000- Achieve3000® Literacy is designed to help students advance their nonfiction reading skills by providing differentiated online instruction. Teachers can differentiate assignments so that they are tailored to each student's reading ability level. Achieve3000 Math is designed to develop math fluency and accelerate K-12 students' mastery of skills across grades, standards, and topics. The Achieve 3000 program addresses student achievement data at all grade levels in Literacy, ELA, and Mathematics. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
  - Amplify Close Reading- Amplify Close Reading for Middle School students is personalized reading instruction and practice designed to help students improve their reading fluency, close reading skills, and comprehension. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities and regain lost learning in reading comprehension via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
- Additional sheet music/method books to use in band and choir classes as remedial material to address learning loss from the 2020-2021 school year. This will allow for a reduction in class sizes, so students are able to participate in class without sharing instruments and materials. This initiative is designed to address learning loss from the 2020-2021 school year as well as a drop in participation and attendance in our music programming noted in our district needs assessment.
- **REVISION:** The purchase of Jan Richardson intervention materials for Tiers II and III intervention. This intervention program offers intensive, short-term, targeted instruction in reading, writing, word study, and comprehension to address learning loss. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities as referenced in the Readiness section of the district needs assessment.

## Educators

### 1. Describe strategic allocations to *Recruit, Retain and Support Educators and School Personnel*, including how allocations support the investments identified in the district’s needs assessment:

#### **Mentor/Coach for New Administrators and Teachers**

A contract consultant to work with educators and administrators on growth plans and plans of improvement. The consultant will also serve as a mentor/coach for new administrators, as well as Springfield High School, identified as a TSI School. Considering the COVID-19 related challenges impacting all faculty and staff, the district prioritized funding for one independent, contract consultant to work with educators and administrators

#### **Specialized Training for Educational Assistants**

Specialized training for Educational Assistants. This initiative was developed to meet the needs identified in the Educators section of the district needs assessment regarding an increased need for effective instructional strategies, materials, and well-trained staff (including educational assistants).

### 2. Describe initiatives included in the “other” category:

Funding for stipends for specialized training will be provided to Educational Assistants. This training will focus on identifying gaps in student knowledge and responding with calibrated materials and instruction. The goal of this initiative is to ensure that programs are aligned and implemented with fidelity and consistency. Walk-through feedback will be utilized to measure implementation of training strategies. These initiatives were developed to meet the needs identified in the Educators section of the district needs assessment regarding an increased need for effective instructional strategies, materials, and well-trained staff (including educational assistants). Additionally, this initiative is designed to meet the needs of underrepresented student subgroups with skill deficits to assist in mitigating learning loss.

## Foundations

### 1. Describe strategic allocations to *Strengthen Structural Expectations*, including how allocations support the investments identified in the district’s needs assessment:

#### **HVACs**

New HVAC systems at Krisle Elementary, Westside Elementary, and Springfield Middle School to reduce the risk of airborne transmission of the COVID-19 virus and increase the safety of in-person learning.

#### **Greenbrier Middle School Renovation**

To address facility needs and deferred maintenance/infrastructure and overcrowding funds will be used for the renovation of Greenbrier Middle School.

#### **Devices to Support the 1:1 Technology Initiative**

ESSER funds will be used to support moving the 1:1 initiative down through the 6th grade.

#### **2 District Information System Technicians**

IT Technicians to install hardware and troubleshoot computer issues, respond to IT questions from users and update malware protection devices to prevent viruses or computer hacking.

#### **Band Instruments and Sound Systems**

Band instrument replacement to allow for student participation without the need to share. Sound systems will provide for enhanced instruction and modeling.

#### **Technology Tutors**

To support nine Technology Tutors who will support the 1:1 initiative in grades 6-12.

#### **Graphing Calculators for Springfield High School**

To support “at risk” Springfield High School students as recommended by the State ATSI consultant.

#### **ESSER Coordinator & Facilities Manager**

These positions support the additional auditing and reporting requirements necessary to ensure compliance with statutory requirements.

#### **REVISIONS:**

#### **Rest Mats for Preschool Classrooms**

Funding for additional mats was added under the Foundations section to eliminate the need to share mats among pre-k students, which will reduce the spread of germs and viruses.

#### **Floating Nurse**

The Floating Nurse, will now be funded through the ELC grant, was removed from the Foundations section, and replaced with a full-time translator at Springfield High School located in the Student Readiness section.

## 2. Describe initiatives included in the “other” category:

- Based on discussions with the Robertson County Covid Task Force, data regarding the number of employee and student absences, and risk costs through workers’ compensation, as well as survey data it was determined that funding for a contract with Five Points for a District Health Clinic and personnel to be located within the district would be added to our ESSER 3.0 Plan. The main objective for the district health clinic will be to improve attendance through efficient medical care leading to growth in student academic achievement, as well as a reduction in insurance and workers’ compensation costs.
- Funding for band instrument replacement will allow for student participation without the need to share, providing opportunities for band instruction that aligns with current CDC recommendations regarding classes that experience increased exhalation and droplet spread. The increase in instruments for classes will also allow for students to have more hands-on experience with the four domains required to accomplish the fine arts standards. Addressing the identified need for high quality personalized materials to combat learning loss, the dropout rate, and disengagement. An additional antidote to address these issues are sound systems which will provide the means to amplify metronomes, drones, and tuners for our instrumental music classrooms, as well as providing a means for teachers to play audio examples for students of ensembles and soloists therefore providing modeling.
- ESSER funding will also be used to support nine Technology Tutors who will support the 1:1 initiative in grades 6-12. Tech Tutors will provide individualized professional learning and technology support for teachers during after-school hours, two days per week. These "office hours" will coincide with the after-school tutoring program in grades 6-12, allowing tech tutors to push in for modeling/coaching purposes as necessary. These Tech Tutors will assist in providing scaffolded transition for students who are new to the online 1:1 model in both middle and high school. This initiative supports needs identified in the Supporting Data and Notes section of the district needs assessment which address the focus areas of preparing, preventing, and responding to the pandemic using ESSER Funds.
- The addition of Graphing Calculators for “at risk” Springfield High School students from underserved populations needing assistance with mathematics is also a need. As referenced in the Readiness section of the district needs assessment, the addition of effective instructional materials to meet the needs of underrepresented student subgroups and intervention materials for students with skill deficits will assist educators in mitigating learning loss. This tool was recommended by the ATSI consultant as a need for these students.

### REVISIONS:

- The Floating Nurse, will now be funded through the ELC grant, was removed from the Foundations section, and replaced with a full-time translator at Springfield High School located in the Student Readiness section.
- The purchase of 20 rest mats for pre-k students will eliminate the need to share mats among pre-k students, which will reduce the spread of germs and viruses.



## ***Monitoring, Auditing and Reporting***

### **1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.**

The Federal Programs Supervisor, the ESSER Grant Coordinator, the ESSER Project Manager for facilities, and the Federal Projects Purchasing Agent will work together to actively monitor ESSER grant allocations and prepare program budgets, schedules, and budget amendments to ensure compliance with statutory requirements. The ESSER Grant Coordinator will collect and manage all required data elements by developing systems of collaboration with relevant program directors and supervisors in the collection of required data elements. The ESSER Project Manager for facilities will oversee ESSER-funded facilities projects and collect the documentation necessary for fiscal management to ensure federal compliance including the Davis-Bacon Act on all facilities projects. Required reporting elements will be posted on the Robertson County ESSER public site for public comment. The Federal Programs Supervisor and the Federal Projects Purchasing Agent will audit all purchases prior to the obligation of funds to ensure funds are expended as approved in the ESSER grant applications, and prior to requesting grant reimbursements. The Federal Programs Supervisor, the ESSER Grant Coordinator, and the Federal Projects Purchasing Agent will work together to maintain documentation necessary for year-end audit reporting. The ESSER Grant Coordinator will develop systems for assuring compliance with program requirements, monitoring program activities for progress and compliance, and evaluating program results against stated objectives. The Federal Programs Supervisor will also develop program goals in collaboration with district and school leaders, teachers, and other stakeholders. The Federal Programs Supervisor is paid from consolidated administration, the ESSER Grant Coordinator, and the ESSER Facilities Project Manager are paid for out of ESSER funds, and the Federal Projects Purchasing Agent is paid for out of state and local funds. Upon clarification of required monitoring, auditing, and reporting elements at the state and federal levels, Robertson County Schools will update the procedures for ensuring compliance if necessary.

### **2. Describe how the LEA will meet the requirements to spend 20 percent of ESSER 3.0 on direct services to students to address learning loss or indicate participation in TN ALL Corps.**

The district will meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss through funding a district tutoring program, separate from the State TN ALL CORPS initiative, delivered through after-school programming and transportation targeted to intervene and support students with skill deficits in all subgroups. Transportation will be provided to remove barriers to this additional instruction. Additionally, stipends for specialized training will be provided to educational assistants. This training will focus on identifying gaps in student knowledge and responding with calibrated materials and instruction. Funding for contract instrumental and vocal specialists to provide remediation/intervention both during school and after-school hours in the music and choral classrooms to address learning loss from the 2020-2021 school year. Stipends for nine Technology Tutors to support instructional technology integration and the 1:1 initiative in grades 6-12. Tech Tutors will provide individualized professional learning and technology support for teachers during after-school hours, two days per week. These "office hours" will coincide with the after-school tutoring program in grades 6-12, allowing tech tutors to push in for modeling/coaching purposes as necessary. These Tech Tutors will assist in providing scaffolded transition for students who are new to the online 1:1 model in both middle and high school. The district will also fund a video library of exemplary foundational skills lessons for students who experienced learning loss so they can access instruction asynchronously or during extended learning periods. In addition to the video library, funding for district-wide licenses for Discovery Education, Odyssey Ware, ACT Prep Online, Power of ICU, Achieve 3000®, Amplify Close Reading, and iCEV and CDX for CTE will be purchased. These online personalized learning programs will provide student access to high-quality, self-paced online materials to regain lost learning.

#### **REVISIONS:**

- After discussion and consultation with building principals and teachers, 3 Contract Intervention Teachers to teach RTI groups in schools with high percentages of students in Tiers II and III have been removed from the plan and 4 Behavior Technicians have been added in the Student Readiness section to provide on-going consultation and support for school teams with students experiencing behavioral challenges. This initiative addresses expansion of mental health support services referenced in the Needs Assessment.
- The purchase of Jan Richardson intervention materials for Tiers II and III intervention. This intervention program offers intensive, short-term, targeted instruction in reading, writing, word study, and comprehension to address learning loss. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities as referenced in the Readiness section of the district needs assessment.
- The Floating Nurse will now be funded through the ELC grant and replaced with a full-time translator at Springfield High School located in the Student Readiness section. This initiative addresses expansion of mental health and support services for underrepresented students referenced in the Needs Assessment.



## ***Family and Community Engagement***

### **1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.**

Robertson County Schools utilized a variety of methods to engage in meaningful consultation with stakeholders in the development of the revised plan. The district posted updates and collected feedback on a dedicated informational webpage, disseminated an ESSER Mid-Year Review Newsletter featuring plan highlights, and a link to gather public input. The district held community information sessions and presentations, shared information on social media channels and through direct messaging to parents and media. The district leadership held live streamed meetings. Live streamed meetings were publicized and made accessible to all stakeholders. The Director of Schools has gathered feedback during his conference calls with county COVID task force members. We hosted the following public ESSER information sessions and presentations:

- Virtual Staff Meeting-June 23, 2021
- School Improvement Planning Session-June 24, 2021
- School Improvement Planning Session-July 15, 2021
- Administrative Retreat-July 19 & 20, 2021
- Board of Education Planning Session- September 7, 2021
- RCS ESSER Finance Team Meeting-October 21, 2021
- Leadership Robertson Presentation- October 28, 2021
- Administrator's Meeting- November 10 & 11, 2021
- District Health & Finance Team Meeting- December 6, 2021
- Board of Education Planning Session- December 13, 2021
- Administrator's Meeting-December 15 & 16, 2021
- Instructional Leadership Team Meeting- January 11, 2022
- Administrator's Meetings- January 18 & 19, 2022
- Faculty Meetings- February 2022

The ESSER Mid-Year Review Newsletter featuring plan highlights and a link for public input was distributed to all Robertson County staff and to parents and students through a School Messenger text and follow-up email. To connect with and inform as many stakeholders as possible, we solicited public feedback from community and civic organizations through the local Spanish Radio Station, articles in *The Connection* and *The Smokey Barn News*. We utilized our network partners to disseminate and extend our reach to community and civic partners throughout the county.

### **2. Describe how the LEA engaged at minimum 10% of the total stakeholders engaged vs. responses received in the development of the revised plan.**

The district engaged in meaningful consultation with Elected Officials and School Board Members through Board of Education Planning Sessions and meetings which featured information sessions and presentations which were live streamed. These meetings were publicized and made accessible to all stakeholders. Principals/School Leaders, School and District Administrators, and Special Education Administrators were provided with updates during monthly meetings. An ESSER Mid-Year Review Newsletter featuring plan highlights, revisions, and a link for public input was distributed to all Robertson County staff and to parents and students through a School Messenger text and follow-up email. Additionally, two informational newspaper articles were published in *The Connection* and *The Smokey Barn News*. An ongoing dedicated informational ESSER webpage has been live since August 2021 updates have been posted, and ongoing feedback has been collected. We utilized our network partners (Robertson County Finance Department, Robertson County Health Department, Robertson County Chamber of Commerce, The Robertson County Family Resource Center, Spanish Speaking community radio, Bransford Community Center, CASA of Robertson, Springfield Lions Club, Mid-Cumberland Human Resource Agency, TN Kids Nutrition Inc., United Way, Rotary, Kiwanis, Big Brothers/Big Sisters, C.O.P.E., Greater Faith Action Corp., the Down Syndrome Association, and the Robertson County COVID Task Force) to disseminate and extend our reach to community and civic partners throughout the county including but not limited to Civil Rights Organizations, Disability Rights Organizations, Interest Groups supporting Students with Disabilities, Interest Groups supporting English learners, Interest Groups supporting Children Experiencing Homelessness, Interest Groups supporting Children in Foster Care, Interest Groups supporting Migratory students, Interest Groups supporting Students who are Incarcerated, and Interest Groups supporting Underserved Students.

### 3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

Robertson County Schools engaged a representation of our diverse population of stakeholders through the following Public Input Opportunities: **All ESSER information disseminated has been translated.**

Group	Mode(s) of Engagement
Students	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release
Families	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release
Elected Officials and School Board Members	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Board of Education Updates, Board Planning Sessions, ESSER Finance Team Meeting, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release
School and District Administrators	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Virtual Staff Meeting, School Administrative Retreat, ESSER Finance Team Meeting, Monthly Administrative Meetings, Instructional Leadership Meetings Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release
Special Education Administrators	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Virtual Staff Meeting, Administrative Retreat, Monthly Administrative Meetings, Instructional Leadership Meetings, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release
Principals	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, School Improvement Planning Session, Administrative Retreat, Monthly Administrative Meetings, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release
School Leaders	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, School Improvement Planning Session, ESSER Finance Team Meeting, Leadership Robertson, COVID Task Force, Health Team Meetings, Instructional Leadership Meetings, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release
Other Educators	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Leadership Robertson, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release
School Staff	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Faculty Meetings Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release
Civil Rights Organizations	Community Feedback Survey, School Messenger text, Email District ESSER Webpage Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Disability Rights Organizations	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Students with Disabilities	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
English learners	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Public Service Announcement on the local Spanish Radio Station, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Children Experiencing Homelessness	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Children in Foster Care	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Migratory students	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Students who are Incarcerated	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Underserved Students	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Other:	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Leadership Ro COVID Task Force, Health Team Meetings, Mid-Year Review Newsletter Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, town halls) to gain input from stakeholders in development of the revised plan.

The district has continued to utilize social media channels and direct messaging to inform all stakeholders and the media. Updates regarding the use of ARP ESSER funds were provided on a regular basis at Robertson County School Board of Education meetings which continue to be live streamed and publicized to ensure accessibility to all stakeholders. The Director of Schools continues to gather feedback during conference calls and meetings with county officials and stakeholders. Additionally, the Robertson County School System maintains an ESSER webpage on the district site to keep all stakeholders informed regarding ESSER funding plans and programs. The website includes basic information on ESSER, frequently asked questions, Robertson County’s Health and Safety Protocols, an Overview Webinar, a link to ask questions, and a link to the Mid-Year Review News Update and Survey. The webpage and all other communications are accessible in Spanish as well as English.

### High Dosage, Low Ratio Tutoring

*Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week*

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
Kindergarten	85	7%	3 hours per week	1:6	<b>Tutoring is available for students in grades K-12 three hours per week, for 28 weeks. Students are selected for the program based on risk database criteria. The program is designed to address student achievement data in Literacy, ELA, and Mathematics preventing and mitigating learning loss.</b>
Grade 1	91	8%	3 hours per week	1:6	
Grade 2	127	11%	3 hours per week	1:6	
Grade 3	163	14%	3 hours per week	1:6	
Grade 4	139	12%	3 hours per week	1:6	
Grade 5	164	14%	3 hours per week	1:6	
Grade 6	91	8%	3 hours per week	1:6	
Grade 7	69	6%	3 hours per week	1:6	
Grade 8	96	8%	3 hours per week	1:6	
Grade 9	52	4%	3 hours per week	1:6	
Grade 10	80	7%	3 hours per week	1:6	
Grade 11	50	4%	3 hours per week	1:6	
Grade 12	38	3%	3 hours per week	1:6	