

# Fulton County Schools



2021-2023

ARP/ESSER Plan

Reopening School to In Person Learning

## Meaningful Consultation

Fulton County Schools formed a committee to collect input and provide ideas on the reopening of our schools and formulating the ESSER/ARC Plan. Surveys were sent to teachers, students, and parents to gather input and data on what the needs were for the schools to safely and effectively reopen with input asked about priorities that included addressing learning loss, summer school, masks, health and safety needs, continuity of services, technology, accelerated learning, after school programs, air quality, facility repairs, mental health and support services, and professional learning needs of staff. The School-Based Decision Making Council (SBDM) at FCHS and the Advisory Councils at FCES and FCMS provided insight, as well as, the local health department. A forum was held at the Fulton County Board of Education on July 22, 2021 to allow for public input and additional opportunities to fill out the ARP/ESSER survey. Once the data was collected and analyzed, priorities were determined and used to create the plan. The survey included eleven areas of needs and the top five areas were Learning Loss, School Facility Repairs, Supplemental Afterschool Programs, Programs to Accelerate Learning, and Educational Technology. In addition, the committee read through the CDC guidance document provided by the Kentucky Department of Education and devised the plan with this document and the survey responses as guidance as well as the school nurse and the local public health department. Programs, personnel, and procedures to address learning loss and accelerate learning were also determined by evidenced based practices after consultation with stakeholders and the district's assigned KDE educational recovery specialists and leader. **As of 8/30/24, all ARP funds have been expended.**

## Committee Membership

Patrice T. Chambers	Fulton County Superintendent
Kim Dublin	Fulton County Assistant Superintendent
Natasha Fields	Fulton County Schools Nurse
Ashton Giles	Fulton County Elementary School Principal
Dale Jackson	Fulton County Director of Maintenance
Julie Jackson	Fulton County Director of Operations
Ellen Murphy	Fulton County High School Principal
Tiea Davis	Fulton County Middle School Principal
Tony Grogan	Assigned Officer(Sherriff Office)
Tamra Parker	Fulton County Director of Pupil Personnel DPP
Ashley Coulson	Fulton County FCEA (KEA) President/Media Librarian
Tammy Mayo	Fulton County KAPE President
Brandon Uzzle	Fulton County FRYSC Director (Rotarian Representative)
Jennifer Davis	Fulton County Finance Officer
Kari McConnell	Fulton County District Technology Coordinator
Melissa Kinney	Fulton County Interventionist/Parent/Diversity of Color Committee

These committee members reached out to teachers, staff, students, parents, community leaders, and SBDM and Advisory Councils members to discuss the ESSER/ARC survey and gather input for the plan. The committee also consulted with people who represent civil rights organizations and stakeholders representing the groups of children from historically disadvantaged groups such as low income, special needs, and students of color which have representation on our councils. A public forum was also held to give every stakeholder a chance to give input into the plan. A good faith effort was made to contact all stakeholders through emails, phone calls, meetings, all calls, and using our district FACEBOOK and website accounts as well as a public forum and a presentation at the local monthly board of education which is live inviting all stakeholders to complete the survey or contact committee members with their ideas and priority needs.

<b>Describe the extent to which and how funds will be used to implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools.</b>			
<b>Objective</b>	<b>Mitigation Strategy</b>	<b>Activities</b>	<b>Funding</b>
Fulton County Schools (FCS) recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic.(KDE)	1. Improve air quality	1. FCS maintenance technician will contract to improve the air quality at the buildings.	1. \$436,200
	2. School nurse to screen, contract trace, and promote vaccinations, handwashing,	2. The FCS school nurse will screen, promote handwashing, and conduct contract tracing as well as promote vaccinations. She will assist in isolation and immediate parent contact to reduce the risks or spread of infections.	2. \$8,124.56
	3. PPEs for student	3. PPE for staff and students, such as masks, sanitized wipes, hand sanitizer, will be purchased. Individual headphones that can be assigned to K-2 students that can be cleaned daily to prevent the spread of viruses. (150 headphones @ \$50)	3. \$4,779.75
	4. Deep cleaning	4. Cleaning supplies to sanitize and deep clean will be purchased for the schools. Super Fogger machines will be purchased to deep clean the schools to promote health and safety of our students and staff. Stipends will be given to staff for additional cleaning expectations to minimize risk of infections for the 2021-2022 school year.	4. \$2,587.25
	5. Reduced risk of infections	5. Reduce the risk of infections by removing old water fountains and installing water filling stations and appropriate water bottles for students.	5. \$5,000
	6. Extra Cleaning Service	6. Extra Service Pay for staff for cleaning.	6. 36,072.92

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Objective	Mitigation Strategy	Activities	Funding

**How will Fulton County Schools use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions and how will Fulton County Schools ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students?**

Objective	Strategy	Activities	Relevant Citations	Progress Monitoring	Funding
<p>In order for Fulton County Schools to accelerate student learning as well as respond to the social, emotional and mental health needs of all students as a result of the COVID-19 pandemic, it is imperative that evidence-based strategies and practices that provide all students with grade-level content standards be utilized and that FCS implements evidenced based practices to aid in the social, emotional, and mental health needs of students and staff.</p>	<p>1. Reduce teacher to student ratio.</p>	<p>1. Three additional teachers will be provided to the elementary school to reduce class size in grades K-5. Research shows that smaller class size in elementary school benefits student’s long term learning, particularly at-risk students. A counselor will be added for mental health and teaching Second Steps to students for each year of program. An additional teacher will be provided to the middle school to reduce class size in grades 6-8 to accelerate learning among a high percentage of at-risk students. A counselor will be added to the middle school when counselor grant ends. 2.9 teachers will be added at the high school to provide interventions using <i>iReady</i> for student who have reading difficulties and one will be a Spanish/Technology teacher. This also included substitute teacher pay to ensure learning is continued in the absence of the teachers due to illness or</p>	<p>1.Achilles, C. M. (2012). Class-size policy: The STAR experiment and related class-size studies. <i>NCPEA Policy Brief</i>, 1(2), 1-9. <a href="https://eric.ed.gov/?id=ED540485">https://eric.ed.gov/?id=ED540485</a></p> <p>Tienken, C. H.; Achilles, C. M. (2006). Making class size work in the middle grades. <i>AASA Journal of Scholarship and Practice</i>, 3(1) 26-36. <a href="http://eric.ed.gov/?id=EJ843071">http://eric.ed.gov/?id=EJ843071</a></p> <p><a href="https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/ca-impact-of-covid-learning-loss-fall-2020.pdf">https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/ca-impact-of-covid-learning-loss-fall-2020.pdf</a></p> <p><a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599</a></p>	<p>A .Progress Monitoring will be done through the monitoring of the plan and its implementation by the committee members twice a year.</p> <p>B. <i>iReady</i> data will be analyzed and reviewed during PLC meetings three times a year by the FCS administrators and teachers to determine if the plan is effectively addressing learning loss and accelerating student learning.</p> <p>C. Special education teachers will review the <i>iReady</i> data three times a year to progress monitor their students to see if they are progressing towards grade level standards.</p> <p>D. Kentucky Summative Assessment data will be analyzed to see if students are moving towards state proficiency using this plan.</p> <p>E.This plan will be reviewed</p>	<p>1 1,413,567.84</p>

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	<p>2. Dual Credit/AP Programs</p> <p>3. Reduce learning loss through offering summer school</p> <p>4. Accelerate learning through after school programs</p>	<p>quarantine for each year of the program.</p> <p>2. Dual Credit/AP classes will be offered by MSU adjunct professors to accelerate learning and prepare students to advance to postsecondary pathways.</p> <p>3. Four weeks of summer school will be offered for the next two years to students who are most at-risk of not meeting grade level Kentucky Academic Standards.</p> <p>4. Afterschool programs at each school will be offered two days a week with transportation provided to students whose data and teacher observations show that they are not accelerating in their learning. Since many of our children cannot attend afterschool tutoring without transportation, it must be provided in our rural low income school.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a></p> <p><a href="https://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf">https://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf</a></p> <p><a href="https://ies.ed.gov/ncee/wwc/interventionreport/671">https://ies.ed.gov/ncee/wwc/interventionreport/671</a></p> <p><a href="https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_135.asp#:~:text=Bowers%2C%20L.%20M,net/publication/319596929">https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_135.asp#:~:text=Bowers%2C%20L.%20M,net/publication/319596929</a></p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf">https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf</a></p>	<p>by the CDIP committee to ensure alignment and progress towards district wide goals.</p> <p>F. Records of nurse visits will be monitored to see if migration strategies are reducing number of referrals to the nurse.</p> <p>G. Counselors will report if student referral to mental health support services have decreased every three months.</p> <p>H. The number of students setting career pathway goals and participating in CTE programs and clubs will be monitored to see if an increase in participation has led to an increase in CTE enrollment and in completion of pathways as well as an increase in attendance for at-risk students.</p> <p>I. A survey will be given annually to monitor the progress of the plan and its effectiveness as seen by</p>	<p>2. \$20,900</p> <p>3.\$31,388.36</p> <p>4. 31,388.36</p>

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	<p>5. Use evidenced based academic programs to provide all students with high quality, grade-level content standards curriculum.</p> <p>6. Use evidence based assessments to identify at-risk students and design interventions programs.</p> <p>7. Credit Recovery</p>	<p>5. An evidence based reading program such as <i>Savvas Reading series</i> and math program such as <i>Envision</i> will be implemented in the elementary as the present programs are not showing results in accelerating our students towards proficiency. Additional evidence based programs will be purchased for math, science, and social studies.</p> <p>6. <i>iReady</i> will be used to conduct learning assessments and interventions three times a year for the next two years. It is also a math and reading intervention program. Three carts of 30 Chrome Books, one for each school, will be purchased to enable teachers to provide interventions in smaller groups.</p>	<p><a href="https://cfccdn.blob.core.windows.net/s-tatic/pdf/committee-for-children-the-case-for-a-holistic-approach-to-social-emotional-learning.pdf">https://cfccdn.blob.core.windows.net/s-tatic/pdf/committee-for-children-the-case-for-a-holistic-approach-to-social-emotional-learning.pdf</a></p> <p><a href="https://www.readinghorizons.com/Media/Default/Documents/Research%20Studies/North%20Fork%20School%20District%20Research%20Snapshot.pdf">https://www.readinghorizons.com/Media/Default/Documents/Research%20Studies/North%20Fork%20School%20District%20Research%20Snapshot.pdf</a></p> <p><a href="https://www.evidenceforessa.org/programs/math">https://www.evidenceforessa.org/programs/math</a></p> <p><a href="https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/ca-">https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/ca-</a></p>	<p>parents, students, and staff. Program effectiveness surveys will also be given to the teachers to rate the effectiveness of the purchased programs.</p> <p>J. The acceleration of learning and the movement towards grade level proficiency will be compared to students who attend summer and after school programs and growth will be monitored to determine the effectiveness of the program.</p> <p>K. The number of students who recover credits and take dual credit/AP courses will be monitored to see if an increase in successful completion of courses and transition to postsecondary education happened after the completion of the program.</p> <p><b>Measurable Objectives:</b></p>	<p>5. \$160,716.61</p> <p>6. \$69,042.61</p>



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	<p>8. Social Interaction through clubs that build knowledge and improve social interaction which decreases dropout rates.</p> <p>9. Mobile learning labs with hot spots to enable students to continue learning in the event of extended NTI days or mandated closures.</p>	<p>7. Credit recovery is necessary for our high school students who have had learning loss due to COVID19. <i>Edgenuity</i> will be used for credit recovery.</p> <p>8. Accelerate learning and address SEL through special programs such as Arts/Humanities, and Robotics in the middle school and eSports in the high school giving students areas to express themselves and build self-confidence and feel a part of a group. Stipends for teachers to sponsor special programs after school and the equipment and coach for eSports. Includes transportation for competitions.</p> <p>9. Equip 4 buses with WiFi to create mobile learning labs for students to accelerate learning. Mobile hot spots will allow students in remote areas to have access to high quality instruction during NTI days and other times on the</p>	<p><a href="https://www.edgenuity.com/wp-content/uploads/2018/05/Foundations-Report.pdf">impact-of-covid-learning-loss-fall-2020.pdf</a></p> <p><a href="https://www.edgenuity.com/wp-content/uploads/2018/05/Foundations-Report.pdf">https://www.edgenuity.com/wp-content/uploads/2018/05/Foundations-Report.pdf</a></p> <p><a href="https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/extracurricular-activities-for-social-engagement">https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/extracurricular-activities-for-social-engagement</a></p> <p><a href="https://www.pewresearch.org/fact-tank/2020/09/10/59-of-u-s-parents-with-lower-incomes-say-their-child-may-face-digital-obstacles-in-schoolwork/">https://www.pewresearch.org/fact-tank/2020/09/10/59-of-u-s-parents-with-lower-incomes-say-their-child-may-face-digital-obstacles-in-schoolwork/</a></p>	<p>1. A 10% increase in the number of students scoring proficient in math, reading, science, social studies, and writing in all three schools will be seen each year of the program and will be an indicator of effectiveness for the program.</p> <p>2. A 95% or higher graduation rate each year of the program will be an indicator of effectiveness for the program.</p> <p>3. A 10% increase in the number of at-risk students in growth towards grade level attainment each year will be an indicator of effectiveness for the program.</p> <p>4. A 75% rate of positive responses on a parent survey on the academic, social, and emotional growth of</p>	<p>7.\$10,809.00</p> <p>10.\$25,000</p> <p>11.13,600</p>

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	<p>10. Use of technology to accelerate learning particularly among special needs and at-risk students.</p> <p>11. Reducing stress by engaging students in career pathways that allow for hands on learning.</p> <p>12. Providing teachers assistance with digital courseware of new programs and providing</p>	<p>buses. Transportation costs to run the buses.</p> <p>10. Purchase instructional interactive television (\$2,500) for 12 classrooms to accelerate learning particularly in math, writing, and reading. Purchase of 45 chrome books to use with interactive television for each teacher. \$350X45</p> <p>11. Expanding the CTE pathways to include middle school students and create classes that allow students to have hands on learning in high demand career pathways. Supplies and curriculum for a carpentry class and a robotics class. Include STEM related projects and activities to promote Career Pathway in STEM. Promote interest in current pathways such as agriculture, welding, business, and media arts.</p> <p>12. The digital learning coach will work additional days to update, re-design, and manage the district web site to ensure that it has the ability to be</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599</a></p> <p><a href="http://healthystudentspromisingfutures.org/wp-content/uploads/2019/07/The-best-mental-health-programs-start-with-all-students.pdf">http://healthystudentspromisingfutures.org/wp-content/uploads/2019/07/The-best-mental-health-programs-start-with-all-students.pdf</a></p> <p><a href="https://digital.library.unt.edu/ark:/67531/metadc500022/m2/1/high_res_d/dissertation.pdf">https://digital.library.unt.edu/ark:/67531/metadc500022/m2/1/high_res_d/dissertation.pdf</a></p>	<p>their child will indicate the effectiveness of this plan.</p> <p>5. An 85% rate of positive responses on a staff survey on the effectiveness of evidence based programs, professional learning, and social and emotional support will indicate the effectiveness of this program.</p>	<p>12.29,021.84</p> <p>13.3,500</p> <p>14.\$75,387.58</p>

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	<p>communication with students, staff, parents, and teachers who are using digital classwork to address learning loss.</p>	<p>used as an effective communication and academic tool for students, staff, teachers, parents, and community during regular and NTI days.</p>	<p><a href="https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddleSummary.pdf">https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddleSummary.pdf</a></p>		

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Objective	Strategy	Activities	Relevant Citations	Progress Monitoring	Funding

## How will Fulton County Schools spend the remainder of its funds?

Activities/Expenditure	Funding
<ol style="list-style-type: none"> <li>1. Effective Communications to all stakeholders to promote accelerated learning, safe schools, and a healthy social emotional learning environment for the district.</li> <li>2. Health and Safety of Students—Awnings for the elementary, middle and high schools will be installed to keep students dry during class changes thereby reducing risks of health related issues.</li> <li>3. Transportation is a barrier in our district due to the high poverty rates of our families. If students stay after school, many do not have a way home from afterschool or summer programs. Since it is normally a small number of students, two nine passenger Expeditions would be a practical solution for this problem and would allow for additional certified drivers.</li> <li>4. Purchase needed furniture, desks, and manipulatives for the two class of moderate/severe medically fragile students and low incidence population students and the emotional behavioral disorder students. Allows for one on one conferences to keep students separated which reducing the risk of infection. Purchase tables needed for small group instruction to reduce the risk of infection.</li> <li>5. Extreme Networks Network Access Control (NAC) software for the district to ensure network security. Allows for notification of people on network of non-school users. And other communications.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blackboard cost \$4,896</li> <li>2. Six awnings \$65,592.61</li> <li>3. 2 Nine passenger Expeditions \$96,790</li> <li>4. Furniture, Desks, and manipulatives for special needs students and small group instruction \$20,773.54</li> <li>5. NAC Software District Wide \$23,484.73</li> </ol>

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