

Robertson County School
ARP ESSER Plan (Updated 10/31/2024)

The Robertson County School was 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%) was 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. All ARP ESSER funds have been expended on approved activities. This updated plan describes the continued support through various funding resources to maintain the strategies put in place because of COVID-19.

PREVENTION AND MITIGATION STRATEGIES IN OUR SCHOOL

It is the intent of the district to ensure a safe and environmental clean atmosphere for students and employees. We followed and continue to follow both the state and CDC guidance on the operation of our school. We continue to encourage all who are eligible to obtain their vaccination for COVID-19 prior to the start of the school year. Social distancing will be followed as appropriate for all students while the students are in the building.

Custodial staff perform necessary cleaning and disinfection of the building according to state and CDC recommendations. Instructional staff continue to monitor and maintain social distancing as needed, 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 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 safety protocol.

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

The district will continue to utilize summer school sessions to address the learning loss that occur because 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 continue to be 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 continues to use high-quality Tier I instruction in reading and math. To help in the facilitation of this strategy, teachers continue to acquire professional learning enable them to better serve all students and not just those receiving interventions.

CONTINUATION OF STRATEGIES

The district continues to use the following activities once funded with ESSER funds.

- (1) salary and fringes of instructional and support staff to assist students to obtain the academic skills lost due to COVID-19;
- (2) employment of interventionist to address learning loss in academic areas;
- (3) instructional software, materials, and equipment to help address the academic needs and learning loss of all students;
- (4) 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;
- (5) 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;
- (6) inventory of supplies for students to meet their personal and educational needs, to be distributed through the YSC;
- (7) licensing of software to be used to address learning loss;
- (8) materials, resources, and support for expanding the CTE program; and
- (9) 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

ESSER funds were used in the district to address the academic needs of the students through additional instruction that took place during the summer, before and after school, and during the school day. In addition, interventionist will continue to be used to provide one-on-one or small group intervention to help students maintained and expand on the skills previously lost because 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, 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. Note: The district generally followed the suggestions in the use of the ARP ESSER funds.

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 eight 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 was (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 four financial needs of the district. The respondents were to select only four 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%)
Rtl 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

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