

Livingston County Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund

Livingston County Schools

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The Covid-19 pandemic had a great impact on the Livingston County community. During the ARP ESSER application period, Livingston County Schools took into consideration the feedback offered by the various stakeholders that held a great interest in our community and specifically our students. Their feedback helped to guide the decisions we will make in regards to bullet points A – D.

The information presented below regarding concerns and best practices for students was gathered from a public survey shared on social media outlets such as Facebook and our district website. It was emailed directly to approximately 812 email subscribers.

A total of 233 individuals responded to the survey. The table below shows the number and percent of respondents by group.

Stakeholder Group	Count	Percent
Students	7	3%
Parents	167	71.7%
Faculty/Staff including members of Kentucky Education Association, and school and district administrators	42	18%
Community members	17	7.3%

Each of the stakeholder groups includes individuals that have a vested interest in children and youth in foster care; children with disabilities; English language learners; under-served students; those experiencing homelessness; and those youth that are currently incarcerated. These stakeholders include Special education administrators and educators, Kentucky Family Resource and Youth Services Center, Transportation directors, and Food Service workers.

The top four concerns in regards to reopening of schools for the 2021-2022 school year are

1. loss of instructional time during the 2019-2020 and 2020-2021 school year;
2. safe and healthy classrooms;
3. mental health and behavioral needs;
4. student attendance and engagement.

The top three best practices that stakeholders believed would have the most beneficial impact on students during the 2021-2022 school year are

1. after school enrichment programs;
2. counseling sessions;
3. and after school remediation programs.

A. The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with CDC on reopening schools. May be updated from 2020-2021 plan.

With safe and healthy classrooms being a top concern for stakeholders, funds will be used to provide personal protective equipment, and facility and custodial supplies needed to meet CDC guidelines on reopening schools. The supplies needed include but are not limited to masks, hand washing, and sanitizing.

- B. How the local education agency will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions (see resources and include citations)

Based on consultation with stakeholders (students, parents, faculty and staff, and community members), the administrative staff of Livingston County Schools determined the best use of funds to address the academic impact of lost instructional time through the implementation of research-based strategies to accelerate learning through academic enrichment, summer learning programs, and after school programs. High-quality professional learning supports will be in place to address the needs of school personnel as they prepare for meeting the academic, social, emotional, and mental health needs of all students.

After School Programs

<https://ies.ed.gov/ncee/pubs/20084021/research.asp>

https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_Afterschool_Attendance_Works.pdf

Summer Learning Programs

<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

Professional Learning

<https://ies.ed.gov/ncee/edlabs/regions/northeast/ProfessionalLearning>

<https://eric.ed.gov/?id=EJ1145093>

- C. How the LEA will spend the remainder of its funds. Address funds that are not instructional.

A concern of student attendance and engagement and consultation with stakeholders directed the district to determine that non-instructional needs to which funds may be used include food service, transportation, technology, facilities, and custodial supplies to meet CDC guidelines.

- D. How the LEA will 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. How will your district monitor the work?

In consultation with faculty and staff of Livingston County Schools to determine the academic impact of lost instructional time the district will use pre- and post-tests that are aligned with the curriculum and across grade level to monitor outcomes during the current academic year. This help to determine where academic acceleration can take place and where remediation will be necessary. In addition to pre- and post-test data, attendance and graduation rate data will be used to monitor the success of interventions as they impact low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. Stakeholder feedback will be used to monitor the effectiveness of programs implemented during the

summer and 2020-2021 academic year to direct changes and implementations of programs in the 2021-2022 school year and beyond.