



FORT THOMAS INDEPENDENT SCHOOLS
American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)
FY 2021-2022

Section 1

Narrative:

The Fort Thomas Independent Schools is committed to staff and student health and safety as we return to in-person learning post pandemic. To continue to mitigate the effects and reduce the spread of COVID-19, we will utilize funds to implement the practices and protocols listed below. Furthermore, the District will continually monitor and evaluate the effectiveness of each of these practices, and we will adjust as needed to follow any updated guidance in accordance with the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, the Kentucky Department of Education, and local Health Department.

Our mission and vision guide us; especially during the time of a crisis. In our vision we recognize that our community, as a valued partner, reciprocates our desire to develop a highly-skilled workforce that demonstrates civic pride, global citizenship and service to others. The Fort Thomas Independent Schools has communicated our plans for the safe reopening of schools at our Healthy At School website:

https://sites.google.com/fortthomas.kyschools.us/ftishealthyatschool/healthy-at-schools-2021-2022?authuser=0

Prevention and Mitigation Strategies:

Masking will be strongly recommended but not required for unvaccinated individuals.

Maintain physical distancing in classrooms to 3 feet between students and maximize physical distancing for persons eating meals indoors.

Personal Protective Equipment

Handwashing and respiratory/cough etiquette

Cleaning and maintaining healthy facilities

On-going cleaning during the school day and sanitization during non-instructional hours

# FORT THOMAS

INDEPENDENT SCHOOLS

## FORT THOMAS INDEPENDENT SCHOOLS

### American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)

FY 2021-2022

Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments
Vaccination clinics in an effort to provide vaccinations to educators, other staff, students, and families if eligible
Appropriate accommodations for children with disabilities with respect to the health and safety policies
1:1 Technology devices
Temperature screening will take place randomly for non-symptomatic students.
Signage and printed communication of health and safety protocols

# FORT THOMAS

## INDEPENDENT SCHOOLS

### FORT THOMAS INDEPENDENT SCHOOLS

#### American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) FY 2021-2022

#### Section 2

#### Narrative:

Section 2 of our ARP ESSER Plan is focused on how the Fort Thomas Independent Schools will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. The plan below details the areas of focus the District will intentionally address to mitigate the impact of lost instructional time, the evidence-based interventions we will utilize to do so, the research citations and links for those evidence-based interventions, as well as a rationale explaining how our district will implement each evidence-based intervention.

Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
Instruction	Formative Assessment	Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i> , 92, 81 -90. <a href="http://weaeducation.typepad.co.uk/files/blackbox-1.pdf">http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</a>	Formative assessment will be used as an evidence-based intervention specifically focused on learning loss that provides on-going information regarding student progress towards a measurable academic goal. An implementation strategy includes on-going benchmark assessments that provide information on student progress and to inform teaching and learning.
	Data Systems	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE	Data systems will be used as an evidence-based intervention to gather and report data and to use data-based decision making to generate a strategic action plan

# FORT THOMAS

INDEPENDENT SCHOOLS

## FORT THOMAS INDEPENDENT SCHOOLS

### American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) FY 2021-2022

		<p>2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</a></p> <p>Kekahio, W., &amp; Baker, M. (2013). Five steps for structuring data-informed conversations and action in education. (REL 2013-001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. <a href="https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf">https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf</a></p>	<p>that addresses learning loss. The data system provides the framework upon which data teams look for patterns and make observations about the data. The analysis of academic data informs instructional practices and provides a data team with insight into what strategies (instructional) are working well and which need to be reconsidered. An implementation strategy includes the availability of a virtual platform that evaluates students with benchmark assessments, which includes data reports that document academic achievement and individual performance characteristics for all students.</p>
--	--	---	---



**FORT THOMAS INDEPENDENT SCHOOLS**  
**American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)**  
**FY 2021-2022**

<b>Section 3</b>	
<b>Narrative:</b> Section 3 of our ARP ESSER Plan outlines the funding priorities of our ARP ESSER allocation. The Fort Thomas Independent Schools is committed to responsibly utilizing available federal funds to advance our work in promoting high levels of student achievement in light of the conditions applied by the COVID-19 global pandemic. The allocated funds through ARP ESSER will allow the District to progress towards goal attainment in several strategic improvement areas. Our intentions are aligned with both federal guidance and a local assessment of needs.	
<b>Use of Funds</b>	<b>Implementation Rationale</b>
Purchasing educational technology	A financial investment in 1:1 technology devices (hardware) will be prioritized for students to aid in regular and substantive educational interaction between students and their classroom instructors.
Maintain/continuity of services; continued staff employment	In order to maintain the operation of and continuity of services, we will continue to employ existing staff and provide resources to schools to meet the challenging demands of reopening schools during the global pandemic.
Addressing learning loss	Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, by administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in

# FORT THOMAS

INDEPENDENT SCHOOLS

## FORT THOMAS INDEPENDENT SCHOOLS

### American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) FY 2021-2022

	meeting students' academic needs, including through differentiating instruction.
Strategies for reopening schools	Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

# FORT THOMAS

INDEPENDENT SCHOOLS

## FORT THOMAS INDEPENDENT SCHOOLS

### American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) FY 2021-2022

#### Section 4

**Narrative:**

Section 4 of our ARP ESSER Plan details how we are responding to the academic, social emotional, and mental health needs of all students and how we will ensure the selected interventions address the academic impact of lost instructional time. This section also addresses how Fort Thomas Independent Schools conducted meaningful consultation with required stakeholders and utilized feedback when creating our district plan.

Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
Mental Health Wellness & Social Emotional Learning	Trauma Informed Schools	<p>Courtney Wiest-Stevenson &amp; Cindy Lee (2016) Trauma-Informed Schools, <i>Journal of Evidence-Informed Social Work</i>, 13:5, 498-503, DOI: <a href="https://doi.org/10.1080/23761407.2016.1166855">10.1080/23761407.2016.1166855</a></p> <p>Longhi, D. (2015). Higher resilience and school performance among students with disproportionately high adverse childhood experiences (ACEs) at Lincoln High, in Walla Walla, Washington, 2009 to 2013. Olympia, WA: Participatory Research Consulting, LLC. <a href="https://www.pacesconnection.com/fileSendAction/fcType/0/fcO">https://www.pacesconnection.com/fileSendAction/fcType/0/fcO</a></p>	<p>Creating trauma informed and trauma sensitive schools will be an area of focus for the Fort Thomas Independent Schools. The District will utilize Trauma Teams at the district and building level to build capacity to effectively and efficiently respond to student trauma within the district. Members of the Trauma Teams have created in-person modules in the following areas:</p> <ul style="list-style-type: none"> <li>• Understanding trauma, types of trauma and traumatic stress</li> <li>• Trauma and the brain</li> </ul>

# FORT THOMAS

INDEPENDENT SCHOOLS

## FORT THOMAS INDEPENDENT SCHOOLS

### American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) FY 2021-2022

		<p><a href="https://www.dhs.gov/asset/466307103279770868/filePoint/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf">id/466307103279770868/filePoint/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf</a></p> <p>Missouri Department of Health. (2019). <i>The Missouri Model: A developmental framework for trauma informed approaches</i>. MO Dept. of Mental Health and Partners. <a href="https://dmh.mo.gov/media/pdf/missouri-model-developmental-framework-trauma-informed-approaches">https://dmh.mo.gov/media/pdf/missouri-model-developmental-framework-trauma-informed-approaches</a></p> <p>Pynoos, R. S., Fairbank, J. A., Steinberg, A. M., Amaya-Jackson, L., Gerrity, E., Mount, M. L., &amp; Maze, J. (2008). The National Child Traumatic Stress Network: Collaborating to improve the standard of care. <i>Professional Psychology: Research and Practice</i>, 39(4), 389–395. <a href="https://doi.org/10.1037/a0012551">https://doi.org/10.1037/a0012551</a></p> <p>Substance abuse and mental health services administration. (2014). <i>SAMHSA's Concept of Trauma and Guidance for a</i></p>	<ul style="list-style-type: none"> <li>• Trauma Teams roles and responsibilities (data tracking)</li> <li>• What is a Trauma Sensitive School?</li> <li>• Handle with Care: Responding to Trauma Exposed Students</li> </ul> <p>Training modules will be rolled out district-wide in the annual district professional learning series.</p>
--	--	--	--

# FORT THOMAS

INDEPENDENT SCHOOLS

## FORT THOMAS INDEPENDENT SCHOOLS

### American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) FY 2021-2022

		<p><i>Trauma-Informed Approach.</i> HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.  <a href="https://ncsacw.samhsa.gov/user/files/files/SAMHSA_Trauma.pdf">https://ncsacw.samhsa.gov/user/files/files/SAMHSA_Trauma.pdf</a></p> <p><i>Trauma Sensitive Schools Training Package.</i> (2021). National Center on Safe and Supportive Learning Environments.  <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a></p>	
	Staff Wellness	<p>Lever, N., Mathis, E., &amp; Mayworm, A. (2015). School mental health is not just for students. Why teacher and school staff wellness matters. Report on Emotional and Behavioral Disorders in Youth, 17(1), 6–12.  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/</a></p>	<p>The following plan implements evidence-based interventions to address the mental health needs of staff working in schools. The District will create opportunities to promote and incentivize healthy life choices.</p>
	Social Emotional Programming	<p><a href="https://pg.casel.org/review-programs/">https://pg.casel.org/review-programs/</a></p>	<p>See link for evidence-based CASEL database of SEL Programs  <a href="http://www.casel.org">www.casel.org</a></p> <p>The District will provide training in Social Emotional Competencies.</p>

**FORT THOMAS INDEPENDENT SCHOOLS**  
**American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)**  
**FY 2021-2022**

			<p>Evidence-based social emotional curriculum each school chooses to utilize will be encouraged. The District will also provide training on best practices as grade level district-wide teams work to incorporate SEL into each content area to maximize student and teacher proficiency of social emotional competencies.</p>
<p><b>Stakeholder Input:</b></p> <p>The Fort Thomas Independent Schools recognizes the importance of stakeholder feedback and input as students, teachers, administrators, families, community agencies, and local businesses begin to recover from the COVID-19 pandemic. Prior to our district's creation of a recovery plan, stakeholder feedback was solicited in multiple ways. In order to accomplish our system-wide vision during the time of a crisis, we recognize that there are many different perspectives and have actively worked with students, teachers, parents and community members to develop Healthy at School plans. Through our <a href="#">Portrait of a Graduate</a>, our students engage in a variety of experiences that foster creativity and curiosity, demonstrating the skills and dispositions needed to solve real-world problems and to become caring and productive members of the global community. The priority to help students develop as: Courageous Leaders, Creative Problem Solvers, Curious Critical Thinkers, Empathetic Collaborators and Global Communicators becomes even more important as students see first-hand the impact of these competencies in solving global issues such as those brought about because of COVID-19.</p> <p>Our District's culture welcomes all stakeholders and allows students to feel safe, encouraged, nurtured and challenged to achieve at high levels. We have developed plans based on the safety, social-emotional, and learning needs of our students. With support from our community and stakeholders, we are confident that we can continue the exceptional teaching and learning that Fort Thomas Independent Schools is known for.</p>			



**FORT THOMAS INDEPENDENT SCHOOLS**  
**American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)**  
**FY 2021-2022**

An initial reopening committee for COVID-19 was put together by the Fort Thomas Independent Schools, the local Health Department, and the local city government in a collaborative effort to determine the most effective and efficient ways to utilize personnel, resources, and allocate funding. All the data and determinations were shared via our district's Healthy at Schools website. In development of an ARP ESSER Plan, significant collaboration ensued between the District's Executive Leadership Team, Superintendent's Cabinet, District Leadership Team, and the Board of Education. A comprehensive determination of needs was fulfilled through an analysis of available data including, but not limited to, program evaluations, budget reviews, and guidance provided for the safe reopening of schools by the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, the Kentucky Department of Education, and local Health Department.

The Fort Thomas Independent Schools completed a thorough Needs Assessment and Program Evaluation in order to determine the most effective utilization of our ARP ESSER allocation. A stakeholder group comprised of district staff, building staff, district contributors, students, parents, and representatives from our education association (FTEA) and education foundation (FTEF). This group collaborated to evaluate our students' access to teaching and learning with technology systems that were currently in place. Critical improvement areas were identified in functionality of devices and the absence of a district-wide upgrade plan. Surveys were administered to students in grades 3-12 and to staff to collect feedback and input in decision making. Focus groups were convened for further qualitative data considerations, and the committee convened multiple times to develop strategic priorities. Based upon the needs of the district and stakeholder input, a significant focus of the spending plan for ARP ESSER is to ensure the continual update and continuation of technology equipment and services that maintain an active environment conducive to high quality teaching and learning. In constructing our ARP ESSER Plan, we have aligned our measures consistent with those in our Technology Plan, as well. Student voice, teacher voice, and parent voice were integral components in the development of our planning efforts. With this allocation of funds, our district is able to reduce barriers to teaching and learning with the investment of reliable technology devices that will enable students to engage

# FORT THOMAS

INDEPENDENT SCHOOLS

## FORT THOMAS INDEPENDENT SCHOOLS

### American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)

FY 2021-2022

in the curriculum and prevent an interruption in education services when schools cannot be open to in person instruction or when students and staff are placed in quarantine.