

**Campbell County Schools  
American Rescue Plan  
FY 2023-2024 Rev. 8/18/23**

<b>Section 1:</b>
<p><b>Narrative:</b>  <i>Campbell County Schools</i> 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, we 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 Department of Public Health, and the Kentucky Department of Education and local Health Department.</p>
<b>Prevention and Mitigation Strategies</b>
Physical distancing
Personal Protective Equipment for all schools and district as needed
Handwashing and respiratory/cough etiquette
Cleaning and maintaining healthy facilities Additional staff for on-going cleaning during the school day and sanitization during non-instructional hours
Improving ventilation systems with renovations at CCMS (windows, boiler upgrades/HVAC upgrades)
Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments
Additional staffing for full time substitutes in each building and additional rate of pay for substitutes to attract applicants

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Thermometers, staff to complete temperature checks, additional staff on buses to complete temperature checks and ensure physical distancing
Appropriate accommodations for children with disabilities with respect to the health and safety policies
Additional furniture to accommodate learning space for social distancing
1:1 Technology devices

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**Section 2:**

**Narrative:**  
Section 2 of this American Rescue Plan is focused on how *Campbell County Schools* will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. The plans below detail the areas of focus *Campbell County Schools* 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.

<b>Area of Focus</b>	<b>Evidence-Based Intervention</b>	<b>Research</b>	<b>Implementation Rationale</b>
Instruction	Professional Learning Communities	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 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>	PLCs will be used as an evidence-based intervention that ensures a focus on student learning and building a collaborative culture that is results driven. This practice will promote equity for students. Analysis of classroom level data will drive teacher reflection of their instructional practices. Some implementation strategies include initial training on the PLC process, book studies that deepen understanding of PLCs, teacher stipends for PLC participation after school, and teacher stipends for district level PLC leads.
	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. Some implementation strategies include on-

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		<p>O'Connor, John (2009) Turning Average Instruction Into Great Instruction. Rowman &amp; Littlefield Education.</p> <p>O'Connor, John (2016) Great Instruction, Great Achievement for Students with Disabilities.</p>	<p>going training on strategies to use before, during, and after a lesson that provide information on student progress and to inform teaching and learning, teacher stipends for collaborative work leading to common formative assessments and analysis of those formative assessments. Specifically, all teachers have, and will be trained in the Formative Learning Cycle and classroom implementation will be monitored through district and school learning walks and informal internal reviews.</p>
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	<p><b>Multi-Tiered Systems of Support</b></p>	<p>Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., &amp; Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. <i>Exceptional Children</i>, 83(3), 269–280. <a href="https://eric.ed.gov/?id=EJ1146326">https://eric.ed.gov/?id=EJ1146326</a>.</p> <p>Burns, M. K., Jimerson, S. R., VanDerHeyden, A. M., &amp; Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, &amp; A. M. VanDerHeyden (Eds.), <i>Handbook of Response to Intervention: The science and practice of multi-tiered systems of support</i> (2nd ed.) (pp. 719–732). New York, NY: Springer.</p> <p>Fixsen, D. L., Naoom, S. F., Blase, K. A., &amp; Friedman, R. M. (2005). <i>Implementation research: A synthesis of the literature</i>. (FMHI Publication No. 231). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. <a href="https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf">https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf</a></p> <p>Freeman, J., Sugai, G., Simonsen, B., &amp; Everett, S. (2017). MTSS coaching: Bridging knowing to doing. <i>Theory Into Practice</i>, 56(1),</p>	<p>Multi-Tiered Systems of Support will be used as an evidence-based framework to give universal, supplemental and targeted support to all students. The four components of MTSS include universal screening, data-based decision making, multi-level prevention systems, and progress monitoring. All components make up an effective MTSS framework which allows districts and schools to provide core differentiated instruction and intervention in a timely manner to support students' learning loss. Some implementation strategies include training on the MTSS Framework, stipends for staff to attend training on effective intervention strategies and effective ways to monitor progress. An MTSS or school interventionist may be allocated for each school as needed as well as the purchase of evidence-based programs for intervention, a universal screener, and a progress monitoring system. Additionally, data platforms may be used to help districts and schools effectively analyze data and make data-based decisions.</p>
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		<p>29–37. DOI: 10.1080/00405841.2016.1241946</p> <p>Jimerson, S. R., Burns, M. K., &amp; VanDerHeyden, A. M. (2016). From response to intervention to multi-tiered systems of support: Advances in the science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, &amp; A. M. VanDerHeyden (Eds.), <i>Handbook of Response to Intervention: The science and practice of multi-tiered systems of support</i> (2nd ed.) (pp. 1–6). New York, NY: Springer.</p> <p>McIntosh, K., &amp; Goodman, S. (2016). <i>Integrated multi-tiered systems of support: Blending RTI and PBIS</i>. New York, NY: Guilford Press</p> <p>National Center on Response to Intervention at the American Institutes for Research. (2015). <i>MTSS, RTI, special education ... Oh my! Gaining an understanding of MTSS and RTI from Drs. Lynn Fuchs and Joe Jenkins</i>. Washington, DC: Author. <a href="https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe">https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe</a>.</p> <p>Scott, T.M., Gage, N.A., Hirn, R.G., Shearer Lingo, A., &amp; Burt, J. (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, <i>Preventing School Failure:</i></p>	
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		<p>Alternative Education for Children and Youth, 63:4, 308-316, DOI: <a href="https://doi.org/10.1080/1045988X.2019.1605971">10.1080/1045988X.2019.1605971</a></p> <p>Sugai, G., &amp; Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. <i>Exceptionality, 17</i>(4), 223-237. DOI: <a href="https://doi.org/10.1080/09362830903235375">10.1080/09362830903235375</a></p> <p>Terrance M Scott, Nicholas A Gage, Regina G Hirn, Amy Shearer Lingo &amp; Jon Burt (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, Preventing School Failure: Alternative Education for Children and Youth, 63:4, 308-316, DOI: <a href="https://doi.org/10.1080/1045988X.2019.1605971">10.1080/1045988X.2019.1605971</a></p> <p>O'Connor, John (2009) Turning Average Instruction Into Great Instruction. Rowman &amp; Littlefield Education.</p>	
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		O'Connor, John (2016) Great Instruction, Great Achievement for Students with Disabilities.	
ELA	High Quality Instruction and Materials	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	The use of high quality instruction and materials will be used as an evidence-based intervention to explicitly teach vocabulary, to provide direct and explicit instruction on comprehension strategies, and to provide opportunities for extensive study of the meaning and interpretation of a text. Possible implementation strategies include training on various vocabulary strategies, training on highest



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		<p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a></p>	<p>effect size comprehension strategies for elementary and secondary students, investment and training in implementing leveled texts, hiring of ELA interventionists, and the creation of school-wide reading programs including purchasing of books, payment for author visits, teacher stipends for creating programming and book studies. MyView literature program will be purchased for students in grades K-5 in all schools.</p>
<p><b>Math</b></p>	<p><b>High Quality Instruction and Materials</b></p>	<p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., &amp; Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). 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/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a></p> <p>O'Connor, John (2009) Turning Average Instruction Into Great Instruction. Rowman &amp; Littlefield Education.</p>	<p>The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach mathematical concepts and problem solving, to use visual representations and models of mathematical ideas during explicit instruction, and to increase fluency of basic facts. Some implementation strategies include training on mathematical practices, training on how to use manipulative materials to foster conceptual understanding, and training on the use of number talks to increase fluency and number sense. Providing teacher stipends for these trainings as well as the purchase of books and resources are possible implementation strategies. The math program envision will be purchased and implemented at CCMS with teacher stipends for training also provided.</p>

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		<p>O'Connor, John (2016) Great Instruction, Great Achievement for Students with Disabilities.</p>	
<p><b>EXTENDED LEARNING OPPORTUNITIES/ SUMMER ACADEMIES</b></p>	<p><b>Teaching Essential Skills</b></p>	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf">https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf</a></p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). 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/readingcomp_pg_092810.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf</a></p>	<p>Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content that can be remediated during extended learning time in the summer. Teachers will be paid to work with students on specific essential skills for students needing this support. Summer academies will run for up to 4 weeks in the summer to support learning loss. Additional time for extended learning may also be made available after school hours and teachers will be paid to support these additional learning opportunities.</p>

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		<p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., &amp; Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). 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/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a></p>
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**Section 3:**

**Narrative:**

*The Campbell County School District will spend all ARP funds in accordance with prioritized needs as specified in this plan. Currently, approximately 5 million will be spent to renovate the Campbell County Middle School. This project is projected to complete the beginning of the 2024 calendar year. This has been a priority of the Local Planning committee and on needs assessments for several years. This project is for the renovation of CCMS. This project calls for renovating the entrance/plaza to improve ADA accessibility through the installation of new sidewalks. It will also improve safety and security through the replacement of door frames, doors, and hardware. It will allow the building to have a more secure vestibule with improved access controls. We will replace steps, windows, weather canopy, and signage. This project does include the installation of a loop in the parking lot to assist with student drop off and pick up.*

This project will also include school facility repairs and improvements to assist with a reduced risk of virus transmission and exposure to environment health hazards, and will support student health through restroom renovations, window, door and hardware replacement, and the replacement of two boilers.

*The funds allocated for instructional loss and student social-emotional needs will specifically be allocated to:*

- Summer and extended school day learning opportunities
- Interventionist positions
- Mental health therapists and/or counselors as is determined by student needs
- Instructional materials such as a new literature series for grades K-5, new math program at the middle school and an updated Engineering pathway program.
- Additional furniture to allow for social distancing and flexible learning

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- Teacher professional learning to support at-risk learners
- Updating resources for students involved in fine arts (to increase number of students engaged, connected, and involved in fine arts extracurricular)

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**Section 4:**

**Narrative:**

Section 4 of this ARP 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 Campbell County Schools conducted meaningful consultation with required stakeholders and utilized feedback when creating our district plan.

<b>Area of Focus</b>	<b>Evidence-Based Intervention</b>	<b>Research</b>	<b>Implementation Rationale</b>
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/file/eSendAction/fcType/0/fcOid/466307103279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf">https://www.pacesconnection.com/file/eSendAction/fcType/0/fcOid/466307103279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf</a></p>	<p>Creating trauma informed and trauma sensitive schools will continue to be an area of focus for Campbell County 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 will continue to be paid a stipend in order to build capacity in all schools with the goals of:</p> <ul style="list-style-type: none"> <li>a.) Understanding trauma, types of trauma and traumatic stress</li> <li>b.) Trauma and the brain</li> <li>c.) Trauma Teams roles and responsibilities (data tracking)</li> <li>d.) What is a Trauma Sensitive School</li> <li>e.) Handle with Care: Responding to Trauma Exposed Students</li> </ul>

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		<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 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/userfiles/files/SAMHSA_Trauma.pdf">https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf</a></p> <p><i>Trauma Sensitive Schools Training Package</i>. (2021). National Center on Safe and Supportive Learning Environments.</p>	<p>Funding may provide additional staffing for school counselors who will participate in the trauma team, track school level data, create and manage the school referral pathway, and make best practice recommendations for trauma interventions.</p> <p>ARP funds may be used to purchase a series of professional books for employees in order to participate in books studies around trauma sensitive schools and self-care. Stipends may be used to encourage teacher and paraprofessional participation as well as fund trauma teams to facilitate on-going book studies during the school year and during breaks.</p>
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		<a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a>	
	<p><b>Mental Health Therapists</b></p>	<p>Substance abuse and mental health services administration. (2014). <i>SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach</i>. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.</p> <p><a href="https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf">https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf</a></p> <p><i>Trauma Sensitive Schools Training Package</i>. (2021). National Center on Safe and Supportive Learning Environments.</p> <p><a href="https://pg.casel.org/review-programs/">https://pg.casel.org/review-programs/</a></p>	<p>The district plans to utilize funds to hire additional mental health therapists to work at the school and district level to support and provide direct therapy services to students and staff. We will not be using ESSER funds for the 23-24 school year, but have maintained the same level of support.</p>

**Stakeholder Input:**

Campbell County 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 Campbell County Schools creating a recovery plan, stakeholder feedback was solicited in multiple ways. Stakeholder surveys were sent via email to the following groups with 359 Responses for the 22-23 year and a similar input process will be used for the 23-24 year:

- a. students enrolled
- b. parents/guardians of ALL students enrolled
- c. parents/guardians of students with disabilities
- d. business/community members



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In addition to the survey specifically for the ARP, the most current district needs assessment used for budgeting and the most current CDIP was revisited by administration and the Local Board of Education. Members involved in the needs assessment and CDIP development include:

- a. school based decision-making councils
- b. school and district administrators
- c. district facility planning committee
- d. teacher leadership group consisting of 20 teachers
- e. Kentucky Education Association Representatives (meet quarterly with the Superintendent)
- f. community members (business)
- g. Parents
- h. Students
- i. Board of Education members
- j. Currently we do not have a formal civil rights organization we are working with on an on-going basis
- k. At the annual CDIP meeting, representatives from Title I schools (disadvantage) were invited for input

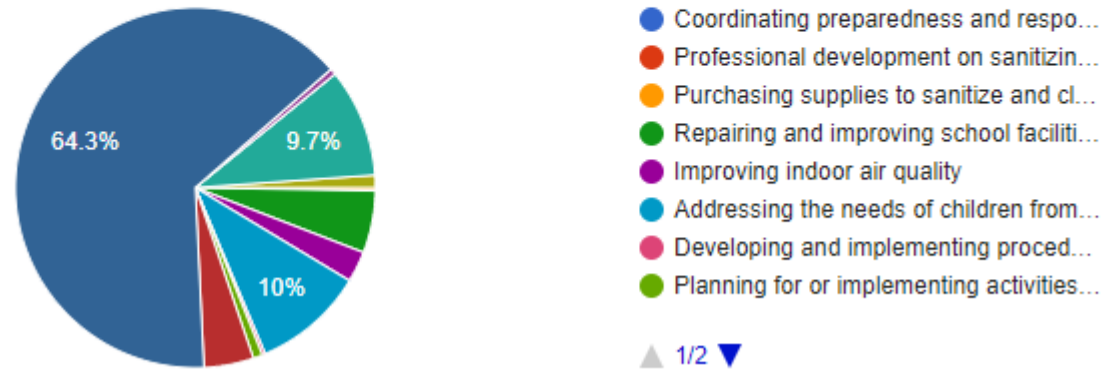
Results:

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Three Priorities

What would be your first choice for the investment of ARP-ESSER funds?

359 responses



Coordinating preparedness and response to prevent, prepare for, and respond to COVID-19 was the number one choice by our stakeholders for the investment of ARP-ESSER funds.

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On-going stakeholder feedback has been sought by the local Health Department, regional education administration, parents and community, and the Campbell County Fiscal Court in a collaborative effort to determine the most effective and efficient ways to utilize personnel, resources, and allocate funding. The Board of Education had a special meeting to discuss ARP and all CARES funding and priorities. At this meeting, the board specifically looked at CDIP needs assessment data, stakeholder input survey data, and most current unmet needs from the budget needs process. All of this demonstrates a transparent process which included stakeholders from varied and multiple as well as often underrepresented populations. Data has been analyzed and shared with the community through a weekly Superintendent update. Survey results which specifically asked the school and community members to prioritize needs for the American Rescue Plan were communicated in this weekly update and communicated at the June Board of Education meeting.

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