

Nicholas County Schools
 American Rescue Plan
 FY 2021-2022

Section 1:
<p>Narrative: Nicholas County Schools is committed to staff and student health and safety as we return to in-person and hybrid 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 Cabinet for Health and Family Services, and the Kentucky Department of Education and our local Health Department/WEDCO.</p>
Prevention and Mitigation Strategies
Physical distancing
Personal Protective Equipment
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
Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments
Screening of students and staff Thermometers, daily staff temperature check in log, staff to complete temperature checks of students, staff on buses to complete temperature checks and ensure physical distancing of students
Vaccination clinics in an effort to provide vaccinations to educators, other staff and students 12 and older
Appropriate accommodations for children with disabilities with respect to the health and safety policies
Water bottle refill stations

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Plexiglass to support physical distancing
Backpacks for students to eliminate the need for lockers
1:1 Technology devices
Signage and printed communication of health and safety protocols

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Section 2:			
Narrative:			
<p>Section 2 of this American Rescue Plan is focused on how Nicholas 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 Nicholas 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.</p>			
Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
Instruction	Professional Learning Communities	<p>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.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</p>	<p>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.</p>
	Formative Assessment	<p>Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 92, 81 -90.</p> <p>http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</p>	<p>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-going training on strategies to use before, during, and after a lesson that provide information on student progress and to inform teaching and learning. Teachers will work collaboratively to</p>

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			<p>develop common formative assessments and analyze their effectiveness.</p> <p>K- 3 teachers will be trained in the Orton-Gillingham Approach which is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling do not come easily to students. Both reading intervention teachers and regular classroom teachers will implement this approach this year.</p> <p>Reading and math intervention teachers will be hired at both schools, Nicholas County Elementary and Nicholas County Middle and High School, to work with students who need additional learning opportunities and support to develop proficient reading and math skills at their grade level.</p>
	<p>Reading and Math Intervention</p>	<p>Wanzek, J., Stevens, E. A., Williams, K. J., Scammacca, N., Vaughn, S., & Sargent, K. (2018). Current Evidence on the Effects of Intensive Early Reading Interventions. <i>Journal of Learning Disabilities, 51</i>(6), 612–624. https://doi.org/10.1177/0022219418775110</p> <p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). <i>Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.</i> (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/</p> <p>Hughes, E. M., Powell, S. R., Lembke, E. S., & Riley-Tillman, T. C. (2016). Taking the guesswork out of locating evidence-based practices for diverse learners. <i>Learning Disabilities Research and Practice, 31</i>, 130–141. http://dx.doi.org/10.1111/ldrp.12103</p>	

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	<p>Student Engagement Strategies</p>	<p>Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., and Mooney, K. (2011). Measuring student engagement in upper elementary through high school: a description of 21 instruments. (Issues & Answers Report, REL 2011–No. 098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_2011098.pdf</p> <p>Gould, E. (2011). Doing one thing (DOT) to increase student engagement: Increasing student opportunities to respond. <i>Link Lines</i>, Feb.-March. https://education.wm.edu/centers/ttac/resources/articles/challengebehav/stepupstudentengagement/index.php</p> <p>Haydon T., Macsuga-Gage A.S., Simonsen B., Hawkins R. Opportunities to respond: A key component of effective instruction. <i>Beyond Behavior</i>. 2012;22(1):23-31. doi:10.1177/107429561202200105</p> <p>Macsuga-Gage A.S., Simonsen B., Briere D.E. Effective teaching practices: Effective teaching practices that promote a positive classroom environment. <i>Beyond Behavior</i>. 2012;22(1):14-22. doi:10.1177/107429561202200104</p>	<p>Student engagement strategies will be used as an evidence-based intervention to provide meaningful student involvement in classroom learning and address learning loss. Strategies such as accountable talk, choral responding, opportunities to respond, questioning strategies, wait time, guided notes, graphic organizers, use of visuals, student goal-setting, etc. will be taught to increase student investment in their own learning as they are linked to greater student achievement. Some implementation strategies include training for teachers on multiple engagement strategies, follow-up training on how these strategies are being implemented, and materials and technology to implement engagement strategies.</p>
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		<p>MacSuga-Gage, A. & Simonsen, B. (2015). Examining the effects of teacher directed opportunities to respond on student outcomes: A systematic review of the literature. <i>Education and Treatment of Children</i>, 38, 211-240. https://files.eric.ed.gov/fulltext/EJ1070193.pdf</p> <p>Marion, S., Thompson, J., Evans, C., Martineau, J., and Dadey, N. (2019). A tricky balance: The challenges and opportunities of balanced systems of assessments. Presented at the annual meeting of the National Council on Measurement in Education. Toronto, Canada. https://www.nciea.org/sites/default/files/publications/A%20Tricky%20Balance_031319.pdf</p> <p>Martin, B., Sargent, K., Van Camp, A., & Wright, J. (2018). Practice Guide: Increasing opportunities to respond as an intensive intervention. Washington, DC: US Department of Education, Office of Special Education Programs. https://files.eric.ed.gov/fulltext/ED591076.pdf</p> <p>Scott, T.M., Hirn, R.G. & Alter P. J. (2014) Teacher instruction as a predictor for student engagement and disruptive behaviors, preventing School Failure: alternative education for children and youth, 58:4, 193-200, https://doi.org/10.1080/1045988X.2013.787</p>	
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		<p>58</p> <p>Simonsen, B., & Myers, D. (2015). <i>Classwide positive behavior interventions and supports: A guide to proactive classroom management</i>. Guilford Press.</p> <p>Whitney, T, Cooper, J. T., & Lingo, A. S. (2017) Increasing Student Engagement Through Opportunities to Respond. <i>Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children</i>: Vol. 3 : Iss. 2 , Article 3. https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1018&context=ktej</p>	
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	<p>Data Systems</p>	<p>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. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</p> <p>Kekahio, W., & 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. https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf</p>	<p>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 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 and behavioral data informs instructional practices and provides a data team with insight into what strategies (both behavioral and instructional) are working well and which need to be reconsidered. After purchase of the data system, some implementation strategies will include teacher training on how to utilize the data system to inform instruction, implementation of the new data system and on-going training on the system and how to use it to make data informed decisions.</p>
	<p>Culturally Responsive Teaching</p>	<p>Byrd, C. M. (2016). Does Culturally Relevant teaching work? An examination from student perspectives. <i>SAGE Open</i>, 6(3), 1-10. https://journals.sagepub.com/doi/10.1177/2158244016660744</p> <p>Gay, G. (2010). <i>Culturally Responsive Teaching : theory, research, and practice</i> (2nd ed.). Teachers College.</p> <p>Moore, A, L., Giles, R. M., & Vitulli, P. (2021) "Prepared to Respond? Investigating preservice teachers' perceptions of their readiness for Culturally Responsive</p>	<p>Culturally Responsive Teaching will be used as an evidence-based intervention to narrow achievement gaps and to provide student-centered and authentic instruction that is inclusive, scaffolds student learning, and provides a challenging curriculum in a respectful climate. Culturally relevant teachers take personal responsibility for the success of all students and create connections between classroom content and students' background knowledge while taking into account students' cultural identities and the assets those identities bring to the</p>

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		<p>Teaching," <i>International Journal for the Scholarship of Teaching and Learning</i>: Vol. 15: No. 1, Article 10. https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&context=ijsotl</p> <p>Piazza, S. V., Rao, S., & Protacio, M. S. (2015). Converging recommendations for culturally responsive literacy practices: Students with learning disabilities, English language learners, and socioculturally diverse learners. <i>International Journal of Multicultural Education</i>, 17(3), 1-20. https://eric.ed.gov/?id=EJ1104910</p>	<p>classroom. Some implementation strategies may include stipends for training of all teachers and staff on cultural competence and culturally responsive teaching, staff book studies about culturally responsive teaching, high quality instructional materials that are actively engaging, student centered, culturally inclusive, and high quality student materials such the purchasing of class sets of texts and educational materials that are inclusive of student cultures and languages.</p>
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	<p>Multi-Tiered Systems of Support</p>	<p>Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., & Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. <i>Exceptional Children</i>, 83(3), 269–280. https://eric.ed.gov/?id=EJ1146326.</p> <p>Burns, M. K., Jimerson, S. R., VanDerHeyden, A. M., & Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, & 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., & 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. https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf</p> <p>Freeman, J., Sugai, G., Simonsen, B., & Everett, S. (2017). MTSS coaching: Bridging knowing to doing. <i>Theory Into Practice</i>, 56(1), 29–37. DOI: 10.1080/00405841.2016.1241946</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.</p> <p>Some implementation strategies include training on the MTSS Framework, training on effective intervention strategies and effective ways to monitor progress. An MTSS district and/or school coordinator is also a possible intervention strategy 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> <p>In an effort to address the behavioral side of MTSS, the district will invest in a comprehensive program that develops intervention plans for students who exhibit behaviors that impede their learning and provides strategies for use by students, teachers, other school personnel and parents. The program will be purchased with ARP funds.</p>
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		<p>Jimerson, S. R., Burns, M. K., & 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, & 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., & 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. https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe.</p> <p>Scott, T.M., Gage, N.A., Hirn, R.G., Shearer Lingo, A., & Burt, J. (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 63:4, 308-316, DOI: 10.1080/1045988X.2019.1605971</p>	
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		<p>Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. <i>Exceptionality</i>, 17(4), 223-237. DOI: 10.1080/09362830903235375</p> <p>Terrance M Scott, Nicholas A Gage, Regina G Hirn, Amy Shearer Lingo & 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: 10.1080/1045988X.2019.1605971</p>	
	<p>Positive Behavioral Interventions and Supports</p>	<p>Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2017). Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools. <i>Journal of Positive Behavior Interventions</i>, 18(1), 41-51. DOI: 10.1177/1098300715580992</p>	<p>PBIS will be used as an evidence-based intervention to develop school-wide expectations, targeted interventions and supports, and data-driven decisions making to improve student behavior and student outcomes. Some implementation strategies include training for teachers and staff to work collaboratively to develop expectations, interventions, and support. The purchase of books for a book study and teacher stipends to participate, as well as funding</p>

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		<p>Horner, R.H., Sugai, G. & Anderson, C. M. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support. Focus on Exceptional Children. 42. 1-14. 10.17161/fec.v42i8.6906.</p> <p>OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon. https://www.pbis.org/resource/pbis-implementation-blueprint</p> <p>Scott, T.M., Gage, N. An Examination of the Association Between Teacher’s Instructional Practices and School-Wide Disciplinary and Academic Outcomes. <i>Educ. Treat. Child.</i> 43, 223–235 (2020). DOI: 10.1080/1045988X.2019.1605971</p> <p>Simonsen, B., & Myers, D. (2015). <i>Classwide positive behavior interventions and supports: A guide to proactive classroom management</i>. Guilford Press.</p> <p>Sugai, G., Horner, R. H. (2015). <i>School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance</i>. Behavior Analysis Practice. Feb2015. DOI: 10.1007/s40617-015-0045-4.</p> <p>US Department of Justice and US Department</p>	<p>for PBIS coach(es) at the district or building level are also possible implementation strategies. The use of funds to secure a data collection system is also a possible implementation strategy.</p> <p>In an effort to provide behavioral interventions and support, the district will invest in a comprehensive program that screens students to identify mental health distress among students, develops intervention plans for students and provides strategies for use by students, teachers, other school personnel and parents. The program will be purchased with APR funds.</p>
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		<p>of Education, (July, 2014). Dear colleague letter on the nondiscriminatory administration of school discipline. https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html</p> <p>U.S. Department of Education Office for Civil Rights, (March, 2014). Civil rights data collection: Data snapshot (School Discipline). https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf</p> <p>Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. <i>Journal of Emotional and Behavioral Disorders</i>, 4, 193-256. https://doi.org/10.1177/106342669600400401</p>	
ELA	High Quality Instruction and Materials	<p>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. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</p>	<p>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 effect size comprehension strategies for elementary and secondary students, investment and training in implementing leveled</p>

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			texts, and hiring of ELA interventionists.
	Teaching Essential Skills	<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., & 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. https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & 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. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf</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. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but essential standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and collaborate on effective instructional strategies to teach standards.</p>
Math	High Quality Instruction and Materials	<p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & 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,</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</p>

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		<p>U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</p>	<p>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.</p>
	<p>Prioritizing Essential Standards</p>	<p>National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics (June 2020). Moving Forward: Mathematics Learning in the Era of COVID-19. https://www.mathedleadership.org/mathematics-learning-in-the-era-of-covid-19/</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. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but essential standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards.</p>

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<p>Section 3: Narrative: Nicholas County Schools plan to use the funding received through the American Rescue Plan to address learning, mental health and physical needs of students in the following ways;</p>
<p>Learning Needs – revising intervention program and strategies and hiring intervention teachers to implement new program and strategies; continuing to offer online learning via a Learning Management System for a Virtual Learning Only Academy as well as a platform to offer remote learning for all students should the need arise and assigning a teacher to oversee the VLOA; investing in a reading program that will address the learning gaps of students and providing training for that program to teachers of students in grades K-2; and providing after school tutoring at both the elementary and secondary (7-12) level.</p>
<p>Mental Health Needs – investing in a comprehensive program that screens, identifies, and develops basic intervention plans for students experiencing mental health issues; training staff to recognize risk factors, how intervene if appropriate and refer if needed students who are experiencing mental health issues; and hiring additional mental health professionals to provide mental health services for students.</p>
<p>Physical Needs – providing safe environments for students by continuing to implement prevention and mitigation strategies (i.e. personal protective equipment, physical distancing, cleaning and maintaining healthy facilities and adding staff for on-going cleaning and sanitizing during the school day and non-instructional hours, contact tracing, isolation and quarantining, screening of students and staff, providing vaccination clinics to staff and age-appropriate students, 1:1 technology devices, water bottle refill stations, signage and printed communication of health and safety protocols, sanitizing buses 3 to 4 times daily, etc.).</p>

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Section 4:			
Narrative: Section 4 of this American Rescue 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 Nicholas County Schools conducted meaningful consultation with required stakeholders and utilized feedback when creating our district plan.			
Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
	CBITS Cognitive Behavioral Intervention for Trauma in Schools	Ngo, V., Langlely, A., Kataoka, S. H., Nadeem, E., Escudero, P., & Stein, B. D. (2008). Providing evidence-based practice to ethnically diverse youths: Examples from the cognitive behavioral intervention for trauma in schools (CBITS) program. <i>Journal of the American Academy of Child Adolescent Psychiatry</i> , 47(8), 858–862. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3695619/	The district will create a cohort of CBITS trainers made up of counselors, school social workers, and FRYSC coordinators who will receive a stipend for training time. All members of the cohort will receive the week course either in-person or virtually, receive follow up coaching, and be certified in CBITS. In addition, funds will be used to cover the cost of the training and coaching. The district will invest in a comprehensive program (Terrace Metrics) that screens, identifies, and develops basic intervention plans for students experiencing mental health issues
	Mental Health Therapists		The district will 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.
	Staff Wellness	Lever, N., Mathis, E., & Mayworm, A. (2015). School mental health is not just	The district will develop a plan to address the well being of staff and implement

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		<p>for students. Why teacher and school staff wellness matters. Report on Emotional and Behavioral Disorders in Youth, 17(1), 6–12. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/</p>	<p>evidence-based interventions to address the mental health needs of staff working in schools.</p> <p>The district will utilize funds to provide access to counseling programs, health screenings, and access to mental health sources to address issues such as grief, divorce and family issues.</p>
	<p>Feeding Program/Food Pantry</p>	<p>Snelling, A., Maroto, M., Jackowitz, A., & Waxman, E. (2014) Key Factors for School-Based Food Pantries: Perspectives from Food Bank and School Pantry Personnel, Journal of Hunger & Environmental Nutrition, 9:3, 350-361, DOI: 10.1080/19320248.2014.929549</p>	<p>The district will utilize funds to support and expand the current feeding program. Funds will also be utilized to enhance the current food pantry. Additional staffing may be needed to assist in running the food pantry in collaboration with the FRYSC.</p>
	<p>Social Emotional Programming</p>	<p>https://pg.casel.org/review-programs/</p>	<p>The district will train all staff on Social Emotional Competencies. Teachers and paraprofessionals in grades PreK-12 will be trained on the evidence-based social emotional curriculum each school chooses to utilize and it will be a non-negotiable that all students receive a minimum of 15 minutes per day of social emotional instruction. 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. Each school will receive funds to purchase curriculum and resources for the social emotional learning curriculum of their choice.</p>

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Stakeholder Input:

Nicholas 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. During the development of Nicholas County Schools' recovery plan, stakeholder feedback was solicited in multiple ways. Stakeholder surveys were posted on the district website, the district Facebook page as well as the Facebook pages of each school.

A committee for COVID-19 Recovery was put together by the Nicholas County 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 data was analyzed and shared with the committee.

Nicholas County Schools created a Re-opening Committee consisting of the Superintendent, Director of Special Education and Food Services, Director of Pupil Personnel and Supervisor of Instruction, Director of Transportation and Maintenance, Human Resource and Safety Director, Technology Coordinator, and the Director of Finance to plan for a safe return to school during and through the pandemic. Members of the Re-opening Committee chaired sub-committees which addressed Curriculum and Instruction, Safety, Security and Logistics, Transportation, Food Services, Technology, and Communication to develop this American Rescue Plan. Representation on these committees included 4 district administrators, 5 directors of campus programs, 6 building administrators and 12 teachers who represented all grade levels (primary, intermediate, middle and high school) as well as all content areas and special education. The sub-committees met on weekly basis throughout June 2020 to share data and information gathered from other staff members, parents, students, and community members and to determine the school district's areas of need as related to the Re-opening, recovery plan.

Since Nicholas County does not have a teachers union, certified teachers who were members of the Kentucky Education Association and members of the Kentucky Association of Professional Educators served on all sub-committees to represent both teachers' and students' interests. Nicholas County does not have a civil rights organization or a stakeholder group that represents children from historically disadvantaged groups. Children from historically disadvantaged groups were represented on subcommittees by the Family Resource and Youth Services Center Director and the Migrant Education Program Director. Both of these directors work daily with students and families from historically disadvantaged groups. Since very few of the families served by the Family Resource and Youth Services Center and the Migrant Education Program responded to the online survey, the directors informally surveyed through phone calls and personal conversations many of the families they serve and

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shared their findings with their subcommittees as well as the members of the Re-Opening Committee. Special concerns to the historically disadvantaged groups served by Nicholas County Schools' Family Resource and Youth Services Center and Migrant Education Program were the lack of digital access (i.e. no WiFi access), food insecurity and transportation issues.