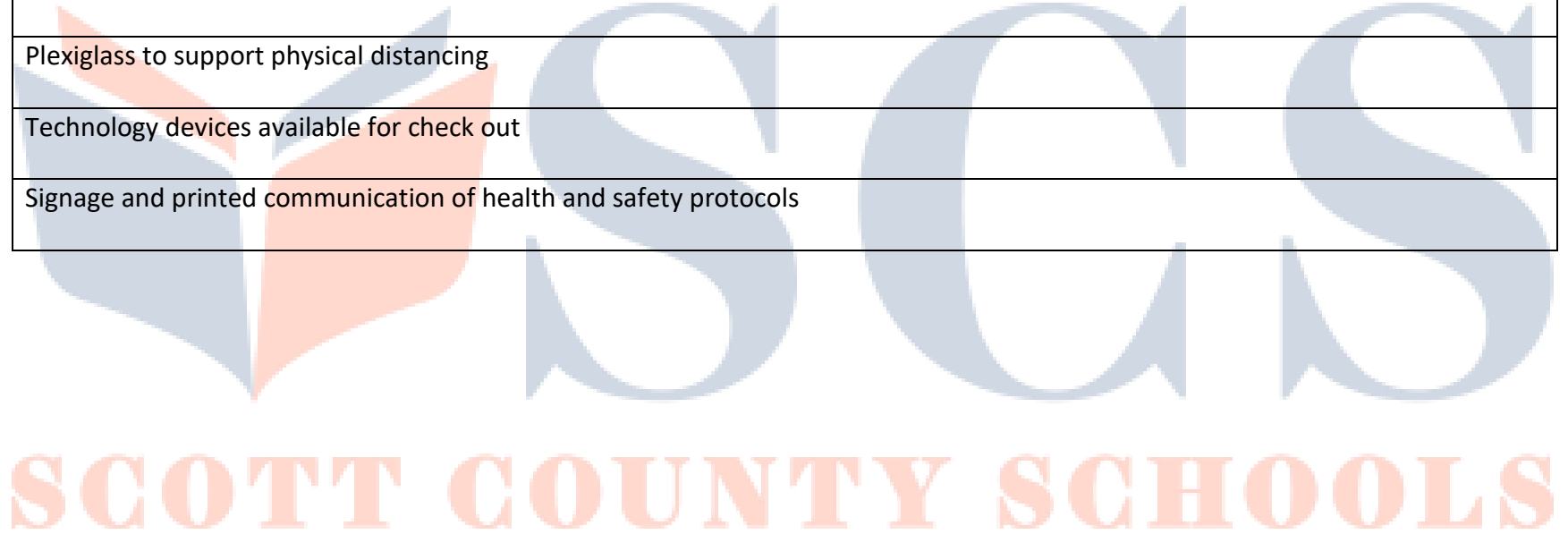


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Section 1:
Narrative: <i>Scott County Schools</i> is committed to staff and student health and safety as we return to in-person and hybrid learning post pandemic. To continue to mitigate the effects and reduce the spread of COVID-19, we will utilize 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 local Health Department.
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
Improving ventilation systems or purchasing new ventilation systems
Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments Additional school nurses, additional staff to check temperatures, additional staff to supervise isolated students
Additional staffing for full time substitutes in each building
Diagnostic and screening testing

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Thermometers, staff to complete temperature checks, and ensure physical distancing
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
Water bottle refill stations
Plexiglass to support physical distancing
Technology devices available for check out
Signage and printed communication of health and safety protocols



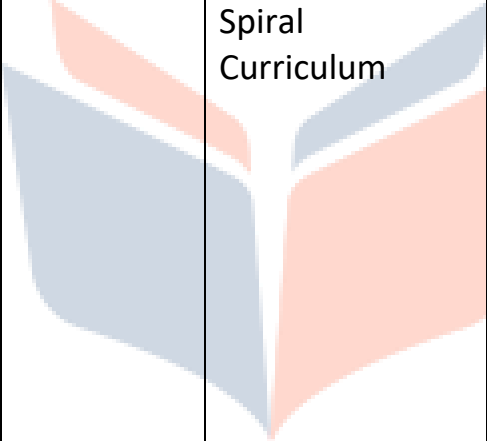
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Section 2:

Narrative:
Section 2 of this American Rescue Plan is focused on how *Scott 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 *Scott 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.

Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
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. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	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, and stipends for district level PLC work through TelNet and CIAS team work.
	Formative Assessment	Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i> , 92, 81 -90. http://weaeducation.typepad.co.uk/files/blackbox-1.pdf	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,

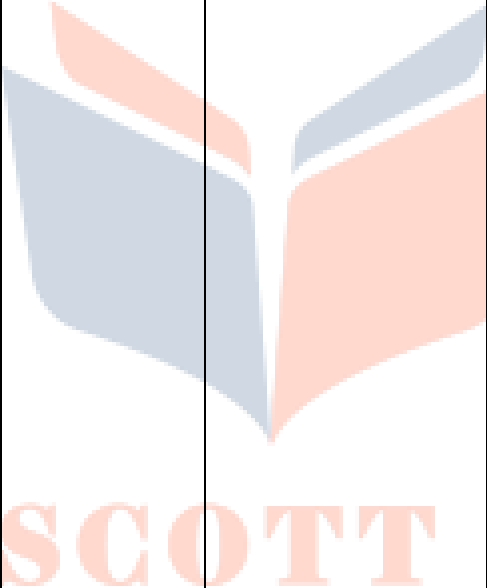

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			<p>and after a lesson that provide information on student progress and to inform teaching and learning, teacher stipends for collaborative work leading to common formative assessments and analysis of those formative assessments.</p>
	<p>Accelerated Learning and Spiral Curriculum</p>	<p>Rollins, S. P. (2014). <i>Learning in the fast lane: 8 ways to put ALL students on the road to academic success.</i> http://www.ascd.org/publications/books/114026/chapters/Acceleration@ Jump-Starting Students Who Are Behind.aspx</p> <p>Council of the Great City Schools (2020, June) <i>Addressing Unfinished Learning after COVID 19 School Closures</i> https://www.cgcs.org/CMS/LIB/DC00001581/CENTRICITY/DOMAIN/313/CGCS_UNFINISHED%20LEARNING.PDF</p> <p>Harden, R. M., & Stamper, N. (March 01, 1999). What Is a Spiral Curriculum?. <i>Medical Teacher</i>, 21, 2, 141-43. https://faculty.med.virginia.edu/facultyaffairs/wpcontent/blogs.dir/105/files/2016/04/2010-3-23.pdf?r=1</p>	<p>Accelerated learning will be used as an evidence-based intervention specifically to ensure that students are receiving “just in time” vs. “just in case” learning based on standard/unit pre-assessment data. This will ensure that all students have access to a guaranteed and viable curriculum and are working on grade level content. This will also ensure that if students do not show mastery on a standard/group of standards, that they will receive “just in time” remediation based on the standard or specific standard parts and that critical standards are reinforced through a spiral curriculum which will allow for deeper learning throughout the school year.</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. increase student investment in their own learning and 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, materials and technology to implement engagement strategies, and stipends for teachers related to this professional learning.</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-</p>	
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		<p>200, https://doi.org/10.1080/1045988X.2013.78758</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>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 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 socio-culturally diverse learners. <i>International Journal of Multicultural Education</i>, 17(3), 1-20. https://eric.ed.gov/?id=EJ1104910</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 classroom. Some implementation strategies 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>
	<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</i></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</p>

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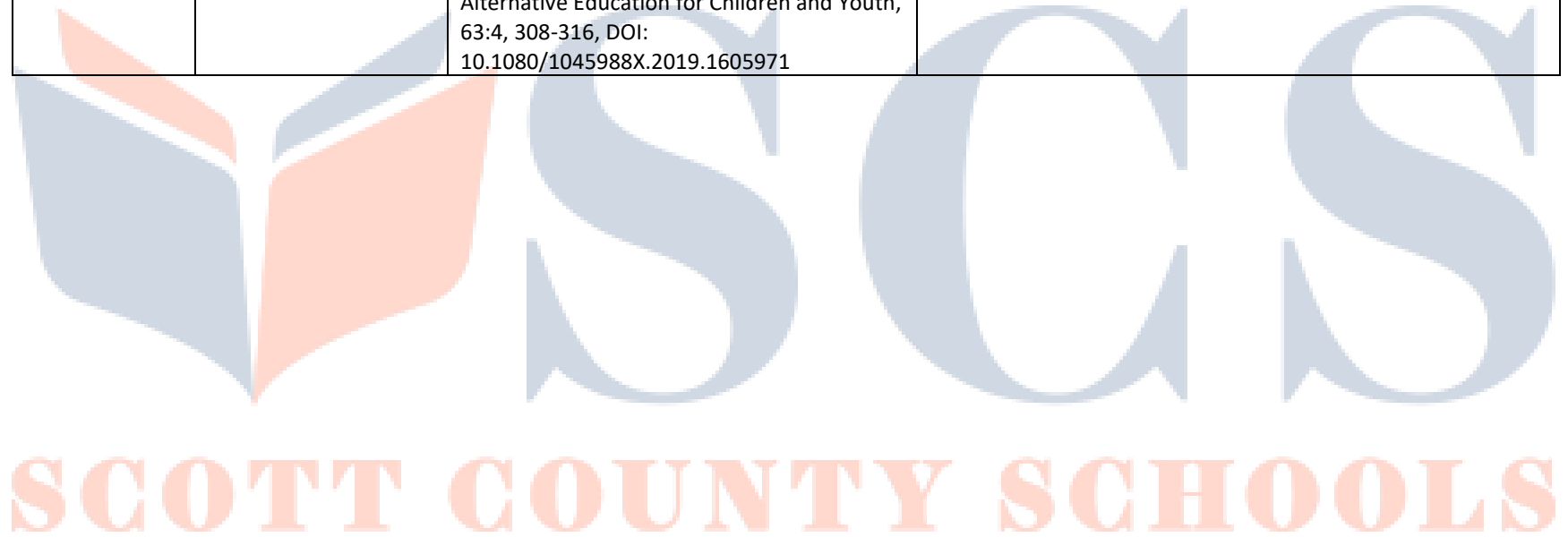
		<p>Children, 83(3), 269–280. https://eric.ed.gov/?id=EJ1146326.</p> <p>Burns, M. K., Jimerson, S. R., VanDerHeyden, A. M., & Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), <i>Handbook of 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>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.</p>	<p>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 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>
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		<p>Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of Response to Intervention: The science and practice of multi-tiered systems of support (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). MTSS, RTI, special education ... Oh my! Gaining an understanding of MTSS and RTI from Drs. Lynn Fuchs and Joe Jenkins. 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, Preventing School Failure: Alternative Education for Children and Youth, 63:4, 308-316, DOI: 10.1080/1045988X.2019.1605971</p> <p>Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches.</p>	
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		<p><i>Exceptionality, 17(4), 223-237. DOI: 10.1080/09362830903235375</i></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>	
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	<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>Horner, R.H., Sugai, G. & Anderson, C. M. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support. <i>Focus on Exceptional Children</i>. 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:</i></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 as well as stipends 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, is also a possible implementation strategy. The use of funds to secure a data collection system is also a possible implementation strategy.</p>
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		<p><i>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 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>	
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	<p>High Quality Instruction and Materials</p>	<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 texts, and consulting with curriculum/content experts in the core areas of instruction to ensure that curriculum development and implementation are aligned district-wide to yield the highest results. Another implementation strategy will be to provide a quality substitute retention program by ensuring that every school has a dedicated amount of high quality substitute teachers assigned to their school who are paid at a higher rate. This will ensure consistency within schools and establish positive teacher-student relationships to minimize disruption to student learning and routines.</p>
<p>ELA</p>	<p>Teaching Critical Skills</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., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-</p>	<p>Prioritizing critical skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. District curriculum teams comprised of teachers will be formed to determine critical standards that will receive the most</p>

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		<p>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>instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but critical standards will receive the most focus. Implementation strategies include training on the standards, time for curriculum teams to review unit feedback provided district wide and revise curriculum maps, time for building level teacher teams 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>
	<p>High Quality Instruction and Materials</p>	<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, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</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</p>

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			implementation strategies. In addition, these funds will be used to provide school supplies to all PreK-12 students free of charge. This will ensure that every student has access to high quality materials and remove a barrier for families who may not have otherwise been able to afford the purchase of school supplies.
Math	Prioritizing Critical Standards	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/	Prioritizing critical 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 critical standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but critical 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.

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Section 3:

Narrative:

Section 3 of this plan is focused on outlining what these funds are and how Scott County Schools plans to allocate the funding that has been received.

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

On March 11, 2021, a third ESSER Fund (ARP ESSER) was authorized by the enactment of the American Rescue Plan (ARP) Act. This act includes more than \$2 billion dollars for Kentucky public schools.

The ESSER funds will be distributed to local education agencies based on a proportional share of the district's Title I, Part A 2020-2021 allocation.

Section 2001(e) of the American Rescue Plan requires districts to reserve not less than 20 % of ARP ESSER funds to address learning loss through the implementation of evidence-based interventions – such as summer learning or summer enrichment, extended day, comprehensive afterschool or extended school year programs – and ensure those interventions respond to students' social, emotional and academic needs, and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low income families, children with disabilities, English learners, genders, migrant students, students experiencing homelessness, and children and youth in foster care).

The Scott County Board of Education sought meaningful consultation by asking for input from a wide variety of stakeholders in our planning process. Requests were sent through Infinite campus, emailed to all staff, posted on social media, posted prominently on our website and advertised in the local paper. The district reviewed and discussed suggestions for what best would address the learning loss in our schools.

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Scott County Board of Education plans to allocate more than the required 20% to address learning loss over the next two years. The district plans on providing professional learning opportunities to staff on how to help our students overcome learning loss and provide support via stipends, materials, etc. needed to further the work.

We have a comprehensive plan for instructional resources to help with software, curriculum, supplies, and supplemental books. Several software programs have been evaluated and purchased to help students in and out of the classroom through 2024.

We have an ongoing schedule to replace technology devices in our classrooms to make sure our students have access to the technology that will help them overcome learning loss.

Scott County Board of Education has allocated funds for school supplies that would otherwise be purchased by the families of our students to help ease the financial cost.

The district will be providing free lunch and breakfast to all students this 2021-2022 school year. A portion of the American Rescue Plan funds will be used to offset the cost of the food purchased to make the food service fund solvent.

Other uses of funds for the district over the next two years will be School Resource Officers in our schools, funding for our substitute retention program, bus and vehicle purchases, increased insurance cost, increased audit cost and commissions of tax collections.

The Scott County Board of Education's funding from the SEEK program, a program that funds schools based on average daily attendance, property assessments, transportation and other factors, was held at the 2018-2019 level for the school years 2019-2020, 2020-2021, and 2021-2022 as a result of COVID 19. This resulted in a loss of revenue each year from growth that wasn't realized. The ARP ESSER funds do not have a supplement-not-supplant requirement, this allows the district to use these funds to pay for expenses that would normally come from general fund, but because of lack of funding can be used from ARP ESSER funds.

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Section 4:

Narrative:

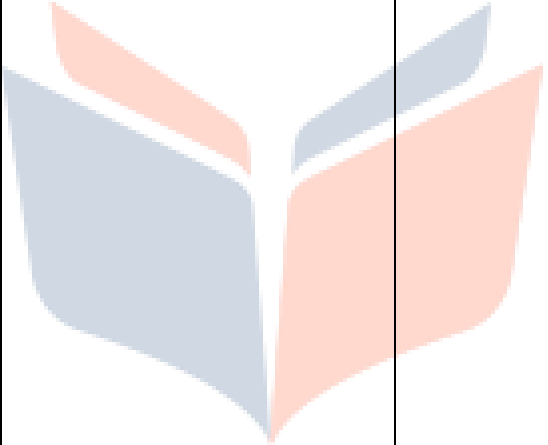
Section 4 of this ARP details how we are responding to the academic, social emotional, and mental health needs of all students and how we will ensure the selected interventions address the academic impact of lost instructional time. This section also addresses how Scott County Schools conducted meaningful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

Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
Mental Health Wellness & Social Emotional Learning	Trauma Informed Schools	<p>Courtney Wiest-Stevenson & Cindy Lee (2016) Trauma-Informed Schools, <i>Journal of Evidence-Informed Social Work</i>, 13:5, 498-503, DOI: 10.1080/23761407.2016.1166855</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. https://www.pacesconnection.com/file/eSendAction/fcType/0/fcOid/466307103279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf</p>	<p>Creating trauma informed and trauma sensitive schools will be an area of focus for Example 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 be paid a stipend in order to create in-person and virtual on-demand modules in the following areas:</p> <ul style="list-style-type: none"> a.) Understanding trauma, types of trauma and traumatic stress b.) Trauma and the brain c.) Trauma Teams roles and responsibilities (data tracking) d.) What is a Trauma Sensitive School e.) Handle with Care: Responding to Trauma Exposed Students <p>Training modules will be rolled out district wide in the annual district professional learning series, in staff meetings, and/or PLCs as each school determines.</p>

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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. https://dmh.mo.gov/media/pdf/missouri-model-developmental-framework-trauma-informed-approaches</p> <p>Pynoos, R. S, Fairbank, J. A., Steinberg, A. M., Amaya-Jackson, L., Gerrity, E., Mount, M. L., & 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. https://doi.org/10.1037/a0012551</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. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf</p> <p><i>Trauma Sensitive Schools Training Package</i>. (2021). National Center on Safe and Supportive Learning Environments.</p>	<p>Possible implementation strategies could be to</p> <ul style="list-style-type: none"> • provide each school counselor, school social worker, and Family Resource and Youth Services Center Coordinator with a stipend for time required to train in evidence-based interventions to directly impact students. ARP funds can be used to purchase a series of professional books for all district 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. • Utilize funds to purchase social emotional learning programs to support the social and emotional development of students. Funds could be used to support a mentor program to support response- to-intervention behavior needs for targeted schools. The mentor program could include a check in/check out system and include staff who have been trained in trauma informed care practices • Development of a district-wide trauma informed care team. Training and stipends could be provided to the team to ensure proper support with developing trauma informed safety plans, leading book studies , supporting calm down corners/kits implementation and collaborating with PBIS teams to provide wrap around supports to students.
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		<p>https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</p>	
	<p>Mental Health Therapists & Licensure</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. https://dmh.mo.gov/media/pdf/missouri-model-developmental-framework-trauma-informed-approaches</p> <p>Pynoos, R. S, Fairbank, J. A., Steinberg, A. M., Amaya-Jackson, L., Gerrity, E., Mount, M. L., & 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. https://doi.org/10.1037/a0012551</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. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf</p>	<p>The district could utilize funds to contract with outside mental health agencies to provide counseling services within the school. Funds could also be allocated to provide supplements to low-income families and those who do not have insurance to pay for services.</p>


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	<p>Calm Corners/ Calming Kits</p>	<p>Thompson, C. (2021). <i>The Impact of a Classroom Calm Down Corner in a Primary Classroom</i>. NWCommons. https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1304&context=education_masters</p>	<p>The district could utilize funds to create calm corners in each classroom in the district that will be accessible to all students PreK-5. Training and professional development will be provided to administrators, teachers and paraprofessionals on appropriate use of these spaces and how to manage student expectations.</p> <p>The district could utilize funds to create calming kits in each classroom in the district that will be accessible to all students PreK-12. Training and professional development will be provided to administrators, teachers and paraprofessionals on appropriate use of these spaces and how to manage student expectations.</p>
	<p>School Resource Officers</p>	<p>James, R. K., Logan, J., & Davis, S. A. (2011). Including School Resource Officers in school-based crisis intervention: Strengthening student support. <i>School Psychology International</i>, 32(2), 210–224. https://doi.org/10.1177/0143034311400828</p>	<p>The district will utilize these funds to provide SROs in school buildings to ensure the safety and security of students as well as establish positive relationships between law enforcement and school community.</p>

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	Staff Wellness	<p>Lever, N., Mathis, E., & 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. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/</p>	<p>The district plans to implement evidence-based interventions to address the mental health needs of staff working in schools. The district could utilize funds to create opportunities for physical activity after school by providing access to counseling programs, health screenings, and create programs to incentivize healthy life choices.</p>
	Feeding Program	<p>Snelling, A., Maroto, M., Jacknowitz, 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 https://pg.casel.org/review-programs/</p>	<p>The district will utilize funds to support and expand the current feeding program. Funds will be utilized to ensure that all school meals are free for every student.</p>
	Social Emotional Programming	<p>https://pg.casel.org/review-programs/</p>	<p>See link for evidence-based CASEL database of SEL Programs www.casel.org</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. 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. District wide work groups could receive a stipend for</p>

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			<p>their work and each school could receive funds to purchase curriculum and resources for the social emotional learning curriculum of their choice.</p>
	<p>Stakeholder Input: Scott 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. Throughout the recovery planning process Scott County Schools has solicited stakeholder feedback in multiple ways:</p> <ol style="list-style-type: none"> a. messaging to parents through our infinite Campus system to cell phones, b. emails through the district staff email list, c. social media post linked to the district website d. Advertisement in the newspaper with the largest circulation, showing address for input and website to leave input. <p>Stakeholder input was solicited from the following groups:</p> <ul style="list-style-type: none"> • students enrolled • parents/guardians of students enrolled • parents/guardians of students with disabilities • Chamber of Commerce business members • Community groups • District certified and classified staff <p>In addition to survey input, a committee for COVID-19 Recovery was put together by Scott County Schools comprised of district staff and administrators with consultation from the Superintendent and Board of Education, in a collaborative effort to determine the most effective and efficient ways to</p>		

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	<p>utilize personnel, resources, and allocate funding. All data was analyzed and shared with the committee at weekly meetings.</p> <p>Scott County Schools also created a sub-committee to develop this American Rescue Plan. The sub-committee met to analyze community strategic plan data and to determine the school district's areas of need based on survey data and focus groups that are addressed in this plan.</p>
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