

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

Section 1:
<p>Narrative: <i>Bourbon 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.</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
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

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

Thermometers, staff to complete temperature checks, additional staff on buses 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
1:1 Technology devices
Signage and printed communication of health and safety protocols in multiple languages

DRAFT

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

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

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

			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.
--	--	--	---

DRAFT

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

	<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/south-east/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> <p>Use of Kagan strategies and Kagan resources.</p>
--	---	--	---

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		<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,</p>	
--	--	---	--

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		<p>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>	
	<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>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</p>

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		<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>strategies (both behavioral and instructional) are working well and which need to be reconsidered. Some implementation strategies include stipends for teacher training on how to utilize the data system to inform instruction, the purchase of the data system, the possible hire of a data manager, and stipends for 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 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=ij-sot</p> <p>Piazza, S. V., Rao, S., & Protacio, M. S. (2015). Converging recommendations for culturally responsive literacy practices: Students with</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>

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		<p>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>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>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 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>Partner Sites will be used in remote areas of the county to reach students that are unable to drive into town for after school activities. We will set up</p>

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		<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. 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</p>	<p>teachers in central location such as fire department or church in the outlying communities</p> <p>Fall , winter, and spring break academies will be available for both enrichment and remediation at each school.</p> <p>We will create two learning buses to take out into the community that will focus on math, science, and stem activities.</p> <p>Summer school will be offered for students P-12 for the 2022 summer.</p> <p>Social Studies textbooks and resource materials will be purchased district wide.</p> <p>Science textbooks and resource materials will be purchased district wide.</p> <p>Additional online reading resources will be provided to teachers.</p>
--	--	--	---

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		<p>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. <i>Exceptionality, 17</i>(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, 18</i>(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. Focus</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,</p>

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

	<p>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 Bourbon 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.</p>	<p>as well as funding 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>Family Engagement Opportunities at each school</p> <p>Parenting Classes</p>
--	---	--

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		<p>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-snaps-hot.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 texts, hiring of ELA interventionists, and the creation of school-wide read programs including purchasing of books,</p>

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

			payment for author visits, teacher stipends for creating programming and book studies.
	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 teacher stipends to complete this work and to 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</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</p>

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		<p>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>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.</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>

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

Section 3:

Narrative: *Section 3 focuses on how the Bourbon County School District is going to upgrade our facilities as related to the ventilation in each of our buildings. We want to make sure our systems are keeping us safe from germs and viruses that are spread through the air that we are breathing.*

Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
Facilities/ Ventilation Space for Students		CDC information on improving ventilation in schools at https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/ventilation.html , in buildings at https://www.cdc.gov/coronavirus/2019-ncov/community/ventilation.html , and in homes at https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/Improving-Ventilation-Home.html .	Building Roof units for make-up air at Bourbon County High School Bourbon County Chemical Storage Exhaust/Ventilation Middle School Gym Air Conditioning to create more instructional space in our school. There are currently no windows in the gymnasium for adequate ventilation. Heating /Ventilation in our high school agriculture building

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		<p>EPA resources on indoor air quality tools for schools at https://www.epa.gov/iaq-schools.</p> <p>Resources related to Lessons from the Field webinar featuring CDC, EPA, and U.S. Department of Education, along with district leaders at https://safesupportivelearning.ed.gov/events/webinar/lessons-field-indoor-air-quality-and-ventilation-america%E2%80%99s-k-12-schools-guidance-and-cdc-morbidity-and-mortality-weekly-report-on-the-efficacy-of-hepa-filters-and-masking-to-reduce-exposure-to-the-virus-that-causes-covid-19-at-https://www.cdc.gov/mmwr/volumes/70/wr/mm7027e1.htm?s_cid=mm7027e1_w.</p> <p>ASHRAE guidance for reopening schools at https://www.ashrae.org/technic</p>	<p>Preschool Make up air unit and the installation of material and rigging.</p> <p>Preschool Thermal Unit for Make-up air</p> <p>Middle School Cooling Tower for ventilation and better air quality.</p> <p>Cane Ridge Elementary Chiller for ventilation and better air quality.</p> <p>UV Pass-Through Gate on Heat & Air</p> <p>Additional playground equipment will be purchased to further spread classes out while using the playground for physical fitness.</p> <p>Large Screen LED screens will be purchased to be used in our gyms for instruction.</p> <p>Additional seating for outdoor events will be purchased to help safely social distance our students.</p> <p>Indirect Costs will be calculated for our district.</p>
--	--	---	--

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

		al-resources/reopening-of-schools-and-universities. National Energy Management Institute and U.C. Davis Energy and Efficiency Institute White Paper on Proposed Ventilation and Energy Efficiency Verification/Repair Program for School Reopening at https://ucdavis.app.box.com/v/ProposedVentilationProgram .	

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

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 Bourbon 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/SaveAction/fcType/0/fcOid/466307103279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf</p> <p>Missouri Department of Health. (2019). <i>The Missouri Model: A developmental</i></p>	<p>Creating trauma informed and trauma sensitive schools will be an area of focus for Bourbon 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> <p>Funding will provide additional staffing at the district level for a school social worker who will lead the</p>

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

<p align="center" style="font-size: 100px; opacity: 0.5;">D</p>	<p align="center" style="font-size: 100px; opacity: 0.5;">R</p>	<p><i>framework for trauma informed approaches.</i> MO Dept. of Mental Health and Partners. https://dmh.mo.gov/media/pdf/misso-uri-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. https://safesupportivelearning.ed.gov/</p>	<p>district trauma team, track district and school level data, create and manage the district referral pathway, and make best practice recommendations for trauma interventions.</p> <p>Each school counselor, school social worker, and Family Resource and Youth Services Center Coordinator will receive a stipend for time required to train in evidence-based interventions to directly impact students. ARP funds will 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 will 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>
---	---	--	---

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

D R A		trauma-sensitive-schools-training-pack age	
	CBITS Cognitive Behavioral Intervention for Trauma in Schools	Ngo, V., Langley, A., Kataoka, S. H., Nadeem, E., Escudero, P., & Stein, B. D. (2008). Providing evidence-based practice to ethnically diverse youths: Bourbons 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/art icles/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.
	TARGET Trauma Affect Regulation: Guide for Education and Therapy	Ford, J. D., & Russo, E. (2006). <i>Trauma-Focused, Present-Centered, Emotional Self-Regulation Approach to Integrated Treatment for Posttraumatic Stress and Addiction: Trauma Adaptive Recovery Group Education and Therapy (TARGET)</i> . https://www.ctntraumatraining.org/u ploads/4/6/2/3/46231093/target-am_i psychotherapy.pdf	The district will create a cohort of TARGET trained mental health professionals, made up of counselors, school social workers, and state licensed therapists who will receive a stipend for training time. All members of the cohort will receive training in-person, receive follow up coaching, and be certified to implement TARGET as a direct service to students. In addition, funds will be used to cover the cost of the training and coaching.
	Mental Health Therapists & Licensure		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. In addition, funds will be

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

			to counseling programs, health screenings, and create programs to incentivize healthy life choices.
			The District will create a wellness center at our main campus for staff
			Staff engagement activities will be provided at each school
Community Mental Health			The district will employ paras to assist our counselors, and behavior therapist with students that need help in the area of behavior and social and emotional well-being.
<p>Stakeholder Input: Bourbon 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 Bourbon County Schools creating a recovery plan, stakeholder feedback was solicited in multiple ways to develop this community based plan.</p> <p>Survey results, social media comments and stakeholder consultation from staff, parents and community members were reviewed to develop the Summer Empowerment Academy (Summer School) plans and the plans for the upcoming school year to address the health/safety and academic support needed.</p> <p>The local Bourbon County Education Association (BCEA) President was given the opportunity to review, ask questions and make recommendations about the plan.</p> <p>All members of KEA/BCEA received the same opportunity for stakeholder input through staff and community surveys and meetings.</p> <p>School administrators gained feedback from their employees during staff and PLC meetings multiple times. School surveys were also conducted on ways to improve student achievement and needs for ensuring a safe and healthy learning environment.</p>			

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

The Superintendent discussed the plan during the Administrator Retreat with all the district and school administrators.

Our district leadership team, led by the Superintendent, visited all schools and spoke to all principals and faculties in the summer of 2021 to review plans and get feedback for addressing academic success and improving a safe and healthy learning environment.

The District Continuous Improvement Directors discussed the plan with new teachers and teachers new to the district during the Bourbon County Teacher Academy in July.

The Special Education/504 Director discussed the recovery plan with counselors, special education teachers, therapist and community based contracted agencies.

The Superintendent discussed funding, stakeholder feedback and asked for recommendations for the recovery plan at the Bourbon County Board of Education meetings.

During the summer of 2021 meetings to review summer school and upcoming school year plans were communicated at the Economic Development Association (EDA), Chamber of Commerce, FRYSC/21st Century/Community Ed/Federal Programs Advisory Council meetings. Information regarding the initiatives were discussed with our local health department to brief them on the projects as well as solicit input. These meetings were conducted by the Superintendent, Federal Programs Director, Director of Diversity and Inclusion, Continuous Improvement Directors for Elementary/Middle and High School, Special Education Director and Director of Facilities and DPP.

Since our school system is a CEP district, we feel like we have reached stakeholders in economically disadvantaged groups through the following methods: the use of individual schools of social media platforms (i.e *Facebook*), digital/electronic newsletters, Migrant Family Nights, Title I School Literacy and Math Nights. Plans were translated to Migrant and ESL Parents

The plan is posted on the district webpage as an additional method to encourage the following stakeholders to provide feedback:

- a. students enrolled
- b. parents/guardians of students enrolled
- c. parents/guardians of students with disabilities
- d. community organizations, leaders and population at large

**Bourbon County Schools
American Rescue Plan
FY 2021-2022**

The Superintendent discussed funding, stakeholder feedback and asked for recommendations for the recovery plan at Bourbon County Board of Education meetings.

A committee for COVID-19 Recovery has been implemented by Bourbon 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. This committee stays up to date on the Federal, State and Local guidelines, utilizes information gained from stakeholders and continuously communicates with stakeholders. Data will be analyzed and shared with the committee at regularly scheduled meetings.

Bourbon County Schools created a sub-committee to develop this American Rescue Plan utilizing information gained through the process listed.

DRAFT