

Four areas required in District's plan for ARP ESSER III

1. How the District will implement prevention and mitigation strategies consistent with CDC guidance on re-opening schools
2. How the District will address academic impact of lost instructional time through evidence based interventions (with relevant citations)
3. How the District will spend the remaining 80% of allocation
4. How the District will ensure interventions address impact of lost instructional time and respond to academic, social, emotional, and mental health needs of all students

Meaningful consultation with required stakeholders and how stakeholders affected the plan must be included in the documentation.

Christian County Public Schools implemented our return to school guidance checklist for starting school in September 2020. The guidance document was used to ensure a safe and healthy 20-21 school year for all stakeholders. Christian County Public Schools will continue to use this document and provide updates as deemed necessary through guidance provided by Kentucky Department of Public Health. Each school should utilize the information in the guidance document and tailor it to their specific needs. The information within the guidance checklist was created in conjunction with the safety expectations developed by the Kentucky Department of Public Health and Kentucky Department of Education. The school guidance checklist includes information regarding COVID-19 education and disinfecting; such as a designated staff member to be the school's COVID Officer. COVID Officers are responsible for communicating with the District Health Director, staff, students, and parents regarding possible exposure to COVID-19. Each school has a COVID-19 task force team composed of parents and staff members to provide feedback on the school's re-entry plans. Beginning in June 2020, the District's COVID-19 Task Force met over the course of three months prior to the start of school for the 2020-21 school year to discuss updates from the CDC, Kentucky Department of Education, and our local health department to determine the best course of action to return to in-person instruction. The feedback from these meetings and from the individual school task force meetings, the plan for a safe and healthy return to in-person instruction was formulated. CCPS began school September 7, 2020 with all elementary school students in-person 5-days a week, middle and high school students were on a hybrid learning schedule with in-person instruction and virtual learning splitting the week. CCPS also offered a Virtual Learning Academy for those students who chose to remain in a virtual classroom setting. Through sanitizing contracts in all buildings, masks for staff/students, purchase of hand sanitizer and thermometers, and maintaining social distance within the classroom, the COVID-19 transmission was monitored and mitigated by CCPS staff. By the end of the 2020-21 school year, all students in CCPS were attending in-person classes five days a week (with the exception of those students who remained in virtual learning). CCPS intends to continue this plan into the 2021-22 school year, with updates as provided by CDC guidance and in conjunction with the Kentucky Department of Public Health and the Kentucky Department of Education. We will still offer the Virtual Learning Academy for those students which it is deemed medically necessary.

By utilizing the ARP ESSER funds, CCPS will fund school nursing staff to ensure the health and safety of our students and staff. School nurses are an integral position in each school and the district by providing immediate health care and maintaining communication with Christian County Health Department. School nurses are the frontline of defense in notifying COVID Officers and school administrators if there is a COVID related illness.

School nurses also coordinate with our social workers to monitor the overall well-being and mental health of each student. ARP ESSER funds will be used to fund three social workers within the District to provide mental health support to all students. Social workers provide therapy sessions, suicide screeners, and a variety of other services to assist in the development of the student as a whole. In conjunction with nurses and social workers, CCPS has hired a Diversity Administrator to assist the District and schools in resolving education and diversity issues affecting educators, students, parents, and the community. The Diversity Administrator will support the engagement of family and community partners in various academic, instruction, and social and emotional supportive services.

In continuing our plan to offer educational services to all students, CCPS has offered a Virtual Learning Academy (VLA) for those students who have underlying health conditions that prevent them from attending in-person school due to COVID-19. To support the VLA, ARP ESSER funds will be used to purchase Canvas and Florida Virtual software systems. Florida Virtual is the instructional software that all VLA students will utilize. Canvas is a platform system that all CCPS students will utilize whether they are VLA or in-person. Canvas software allows for easy transition to non-traditional instruction if necessary. Also in support of virtual learning, technology hardware will be purchased for students and teachers. Chromebooks for students and desktops for teachers will be purchased to ensure easy transitions from in-person instruction to non-traditional instruction if the case arises throughout the school year. The chromebooks will allow students at CCPS to have access to the curriculum. Curriculum has evolved and changed and more and more is being delivered electronically. The desktops that will be replaced are for teachers. These desktops are needed to replace older desktops that have lapsed on warranty and at times struggle to allow the teacher to work in the new normal classroom. The demands on the processors that are now placed on the teacher computers in order to keep up with changes in the curriculum due to the pandemic.

Please see attached document for Loss Learning Initiatives.

For the remaining 80% of ARP ESSER funding, CCPS is gathering information and collaborating with architectural and other consultants to determine the feasibility of building one consolidated high school. Currently, CCPS has two high schools and a Local Area Vocational Education Center (LAVEC) which are all well beyond the useful estimated life of the buildings. Within the plans for the consolidated high school, we will use furniture, surfaces, and materials that are easily cleanable and antimicrobial in the construction process. There will be clear directional signage for traffic flow to manage social distancing along with signage listing expectations of mitigation strategies to prevent

the transmission of COVID-19 or other illnesses. By utilizing the Academy approach for construction, we will separate water systems by Academy to reduce distribution of water borne pathogens. The Academy approach itself lends that to the idea that students will remain in their Academy wing throughout the day, which limits the student's exposure to other students thereby assisting in mitigation of transmission of COVID-19 or other illnesses. Flexible spaces within the building will provide appropriate social distancing between students. Entrances will include screening stations, hands-free door openers and hardware, and touchless sanitizing stations. CCPS will utilize ARP ESSER funding to incorporate clean air technology by utilizing bipolar ionization into the new facility by purchasing HVAC systems that assist in the reduction of transmission of COVID-19 and other airborne viruses. Also included in the plans for the new facility are areas of outdoor seating for lunch periods, outdoor classroom space, wider hallways, a supervised quarantine area for symptomatic individuals, and clinic area to provide students with vaccinations, physicals, and daily health needs. Clinic area will also partner with local health organizations to provide services to the general public. Clinic area/nurses station will have access to a nearby exit that is not the main entry/exit area.

CCPS Staff have met with multiple organizations to hear their thoughts and suggestions regarding the consolidated high school approach. CCPS staff have met with the following organizations: Christian County Chamber of Commerce, Workforce Education Development Committee, Kentucky Farm Bureau Insurance board, Retired CCPS Teachers Association, Christian County Board of Realtors, Boys & Girls Club of Hopkinsville, Christian County Agri-Business, Pioneers, Christian County Schools Pastoral Advisory Group, Rotary Club of Christian County, Christian County Kiwanis, Minority Focus Leadership Group, League of Women Voters, and First Christian Church Men's Group. CCPS will meet with the following groups: Hopkinsville Young Professionals, Aaron McNeil House, Hopkinsville Community College, Ft. Campbell Garrison Commander, Hopkinsville-Christian County Country Club, Southwest Kentucky Economic Development Committee, Modernette Civic Club, and Civitan. CCPS has held a public forum to discuss the consolidated high school approach on July 26. CCPS plans to hold two additional public forums prior to any decisions being made by the board of education for a consolidated high school. Those forums will be held on August 2 and August 12.

How will CHRISTIAN COUNTY use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions and how will CHRISTIAN COUNTY ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students?

Objective	Strategy	Activities	Relevant Citations	Progress Monitoring	Funding
<p>In order for CHRISTIAN COUNTY to accelerate student learning as well as respond to the social, emotional and mental health needs of all students as a result of the COVID-19 pandemic, it is imperative that evidence-based strategies and practices that provide all students with grade-level content standards be utilized.</p>	<p>What are your strategies for accelerating learning in all classrooms for all students (ex. Professional learning, identification of at-risk students, etc.)?</p> <p>Implementation of a multi-tiered system of support (MTSS) to address academic, social, and behavioral needs of all students K-12.</p> <ul style="list-style-type: none"> - Provide each school with an intervention coach to support and monitor implementation of MTSS. - Ongoing professional learning for all school teams on the key components of MTSS and district-wide expectations. - Screening of all students for academic, social and behavioral needs - 3x per year. - Provide targeted instruction and support 	<p>Describe the actionable steps that will be deployed for each strategy (ex. Evidence-based strategies/practices).</p> <p>The Intervention Coaches will:</p> <ul style="list-style-type: none"> -Use a universal screener to identify students' academic needs in reading and math. (3x year) - Work with the school MTSS team to identify students who need social and behavioral interventions. -Plan and provide intense, systematic instruction targeted to the students' academic needs. -Coordinate with guidance counselors and mental 	<p>Include the citations for each of the evidenced-based practices listed.</p> <p>MTSS/Interventions for reading and math:</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.</p> <p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan.</p> <p>District Instructional Supervisors and the Director of Alternative Programs will regularly observe MTSS team meetings in each school to monitor the implementation of the district RTI guidance.</p> <p>Each month the district MTSS team will meet with the district intervention coaches, high school transition coaches, and guidance counselors to review and analyze student data and evaluate the effectiveness of the MTSS.</p> <p>Schools with data that indicates a lack of student progress and/or ineffective MTSS implementation will be provided additional coaching and support from district leaders including but not limited to professional</p>	<p>List the funding amount for each strategy.</p> <p>Intervention Coaches x12</p> <p>Transition Coaches x2</p> <p>Professional Learning?</p>

	<p>3-5 times weekly to meet the individual needs of students.</p> <p><u>Provide both high schools with transition coaches</u> to assist all students in developing a “Day After Graduation” plan and implement evidence-based interventions to help students stay in school and graduate prepared for college or career.</p>	<p>health professionals to ensure student social and behavioral needs are met.</p> <p>-Use formative assessment data to evaluate student learning progress.</p> <p>Transition Coaches will:</p> <p>-Ensure all 11th and 12th grade students have a “Day After Graduation Plan”</p> <p>-Coordinate with local partners to connect students to future employers or post-secondary education partners aligned to their individual plans.</p> <p>- Identify students at risk of dropping out and assign a student advocate.</p> <p>The district MTSS team will meet monthly with the Intervention Coaches, High School Transition Coaches and Guidance Counselors to analyze data and monitor student progress and effectiveness of the MTSS.</p>	<p>Assistance, Institute of Education Sciences, U.S. Department of Education.</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.</p> <p>FOR TRANSITION COACH:</p> <p>Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	<p>learning for teachers, coaching for school leaders, support for data analysis, etc.</p>	
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