

**Newport Independent School District
American Rescue Plan
FY 2021-2022**

Section 1:
<p>Narrative: Newport Independent Schools is committed to staff and student health and safety as we return to in-person and hybrid learning post pandemic. To continue to mitigate the effects and reduce the spread of COVID-19, we will utilize funds to implement the practices and protocols listed below. Furthermore, we will continually monitor and evaluate the effectiveness of each of these practices, and we will adjust as needed to follow any updated guidance in accordance with the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, and the Kentucky Department of Education and 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 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 familie if eligible

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Appropriate accommodations for children with disabilities with respect to the health and safety policies
Water bottle refill stations
Plexiglass to support physical distancing
Backpacks for students to eliminate the need for lockers
1:1 Technology devices
Signage and printed communication of health and safety protocols in multiple languages
Technology to enhance learning opportunities due remote instruction
School and Classroom Supplies to eliminate sharing among students

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Section 2:			
Narrative:			
<p>Section 2 of this American Rescue Plan is focused on how Newport Independent 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 Newport Independent Schools will intentionally address to mitigate the impact of lost instructional time, the evidence-based interventions we will utilize to do so, the research citations and links for those evidence-based interventions, as well as a rationale explaining how our district will implement each evidence-based intervention.</p>			
Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
Instruction	Professional Learning Communities	<p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. 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, 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.</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>MacSuga-Gage, A. & Simonsen, B. (2015). Examining the effects of teacher directed</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>opportunities to respond on student outcomes: A systematic review of the literature. <i>Education and Treatment of Children</i>, 38, 211-240. https://files.eric.ed.gov/fulltext/EJ1070193.pdf</p> <p>Marion, S., Thompson, J., Evans, C., Martineau, J., and Dadey, N. (2019). A tricky balance: The challenges and opportunities of balanced systems of assessments. Presented at the annual meeting of the National Council on Measurement in Education. Toronto, Canada. https://www.nciea.org/sites/default/files/publications/A%20Tricky%20Balance_031319.pdf</p> <p>Martin, B., Sargent, K., Van Camp, A., & Wright, J. (2018). Practice Guide: Increasing opportunities to respond as an intensive intervention. Washington, DC: US Department of Education, Office of Special Education Programs. https://files.eric.ed.gov/fulltext/ED591076.pdf</p> <p>Scott, T.M., Hirn, R.G. & Alter P. J. (2014) Teacher instruction as a predictor for student engagement and disruptive behaviors, preventing School Failure: alternative education for children and youth, 58:4, 193-200, https://doi.org/10.1080/1045988X.2013.78758</p> <p>Simonsen, B., & Myers, D. (2015). <i>Classwide positive behavior interventions and supports:</i></p>	
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		<p><i>A guide to proactive classroom management.</i> Guilford Press.</p> <p>Whitney, T, Cooper, J. T., & Lingo, A. S. (2017) Increasing Student Engagement Through Opportunities to Respond. <i>Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children</i>: Vol. 3 : Iss. 2 , Article 3. https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1018&context=ktej</p>	
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	<p>Data Systems</p>	<p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</p> <p>Kekahio, W., & Baker, M. (2013). Five steps for structuring data-informed conversations and action in education. (REL 2013–001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf</p>	<p>Data systems will be used as an evidence-based intervention to gather and report data and to use data-based decision making to generate a strategic action plan that addresses learning loss. The data system provides the framework upon which data teams look for patterns and make observations about the data. The analysis of academic and behavioral data informs instructional practices and provides a data team with insight into what strategies (both behavioral and instructional) are working well and which need to be reconsidered. 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.</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</p>

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		<p>15: No. 1, Article 10. https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&context=ij-sotl</p> <p>Piazza, S. V., Rao, S., & Protacio, M. S. (2015). Converging recommendations for culturally responsive literacy practices: Students with learning disabilities, English language learners, and socioculturally diverse learners. <i>International Journal of Multicultural Education</i>, 17(3), 1-20. https://eric.ed.gov/?id=EJ1104910</p>	<p>competence and culturally responsive teaching, staff book studies about culturally responsive teaching, high quality instructional materials that are actively engaging, student centered, culturally inclusive, and high quality student materials such the purchasing of class sets of texts and educational materials that are inclusive of student cultures and languages.</p>
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	<p>Multi-Tiered Systems of Support</p>	<p>Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., & Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. <i>Exceptional Children</i>, 83(3), 269–280. https://eric.ed.gov/?id=EJ1146326.</p> <p>Burns, M. K., Jimerson, S. R., VanDerHeyden, A. M., & Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), <i>Handbook of Response to Intervention: The science and practice of multi-tiered systems of support</i> (2nd ed.) (pp. 719–732). New York, NY: Springer.</p> <p>Fixsen, D. L., Naoom, S. F., Blase, K. A., & Friedman, R. M. (2005). <i>Implementation research: A synthesis of the literature</i>. (FMHI Publication No. 231). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf</p> <p>Freeman, J., Sugai, G., Simonsen, B., & Everett, S. (2017). MTSS coaching: Bridging knowing to doing. <i>Theory Into Practice</i>, 56(1), 29–37. DOI: 10.1080/00405841.2016.1241946</p> <p>Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2016). From response</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>
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		<p>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.), 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</i>, 17(4), 223-237. DOI: 10.1080/09362830903235375</p> <p>Terrance M Scott, Nicholas A Gage, Regina G Hirn, Amy Shearer Lingo & Jon Burt (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, Preventing School Failure: Alternative Education for Children and Youth, 63:4, 308-316, DOI: 10.1080/1045988X.2019.1605971</p>	
	<p>Positive Behavioral Interventions and Supports</p>	<p>Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2017). Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools. <i>Journal of Positive Behavior Interventions</i>, 18(1), 41-51. DOI: 10.1177/1098300715580992</p> <p>Horner, R.H., Sugai, G. & Anderson, C. M. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support.</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, as well as funding for PBIS coach(es) at the district or</p>

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		<p>Focus on Exceptional Children. 42. 1-14. 10.17161/fec.v42i8.6906.</p> <p>OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon. https://www.pbis.org/resource/pbis-implementation-blueprint</p> <p>Scott, T.M., Gage, N. An Examination of the Association Between Teacher’s Instructional Practices and School-Wide Disciplinary and Academic Outcomes. <i>Educ. Treat. Child.</i> 43, 223–235 (2020). DOI: 10.1080/1045988X.2019.1605971</p> <p>Simonsen, B., & Myers, D. (2015). <i>Classwide positive behavior interventions and supports: A guide to proactive classroom management</i>. Guilford Press.</p> <p>Sugai, G., Horner, R. H. (2015). <i>School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance</i>. Behavior Analysis Practice. Feb2015. DOI: 10.1007/s40617-015-0045-4.</p> <p>US Department of Justice and US Department 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>building level are also possible implementation strategies. The use of funds to secure a data collection system is also a possible implementation strategy.</p>
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		<p>U.S. Department of Education Office for Civil Rights, (March, 2014). Civil rights data collection: Data snapshot (School Discipline). https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf</p> <p>Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. <i>Journal of Emotional and Behavioral Disorders</i>, 4, 193-256. https://doi.org/10.1177/106342669600400401</p>	
ELA	High Quality Instruction and Materials	<p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</p>	<p>The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach vocabulary, to provide direct and explicit instruction on comprehension strategies, and to provide opportunities for extensive study of the meaning and interpretation of a text. Possible implementation strategies include training on various vocabulary strategies, training on highest effect size comprehension strategies for elementary and secondary students, investment and training in implementing leveled texts, hiring of ELA interventionists, and the creation of school-wide read programs including purchasing of books, payment for author visits, teacher stipends for creating programming and book studies.</p>
	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.,</p>	<p>Prioritizing essential skills and standards will be used as an evidence-based intervention that helps</p>

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		<p>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>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>
<p>Math</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</p>

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			as the purchase of books and resources are possible implementation strategies.
	<p>Prioritizing Essential Standards</p>	<p>National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics (June 2020). Moving Forward: Mathematics Learning in the Era of COVID-19. https://www.mathedleadership.org/mathematics-learning-in-the-era-of-covid-19/</p>	<p>Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but essential standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards.</p>

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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 Newport Independent Schools conducted meaningful consultation with required stakeholders and utilized feedback when creating our district plan.

Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
<p>Mental Health Wellness & Social Emotional Learning</p>	<p>Trauma Informed Schools</p>	<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/fileSendAction/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 framework for trauma informed approaches</i>. MO Dept. of Mental Health and Partners.</p>	<p>Creating trauma informed and trauma sensitive schools will be an area of focus for Newport Independent 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 district trauma team, track district and school level</p>

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		<p>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. https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</p>	<p>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>
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	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 utilized to pay for supervision hours of district employees to obtain licensure status as a LCSW, LPCA, LPCC, or LPCC-S.
	Staff Wellness	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/	The following plan implements evidence-based interventions to address the mental health needs of staff working in schools. The district will utilize funds to create opportunities for physical activity after school with a walking path, provide access to counseling programs, health screenings, and create programs to incentivize healthy life choices.
	Feeding Program/Food Pantry /Self-Service Laundry	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	The district will utilize funds to support and expand the current feeding program. Funds will be used to pay additional staff for food delivery in local community centers, churches, and community parks during breaks. Two food trucks will be purchased and utilized by the district food service staff in order to support community/district events to encourage family engagement and to provide food during tutoring times to address learning loss. Funds will also be utilized to start a food pantry in each of the two high schools. Additional staffing will be used to run the food pantry in collaboration with the FRYSC.

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			<p>Funds will be allocated to start the food pantry that would service students and families in need on a regular schedule. A self-service laundry room will also be placed in each of the two high schools. Students will have access to the washers and dryers as requested through the FRYSC office. Families whom do not have students enrolled at the high school level will be eligible to request access to the self-service laundry room through each school’s FRYSC office.</p>
	<p>Social Emotional Programming</p>	<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 each school chooses to utilize and it will be a non-negotiable that all students receive a minimum of 15 minutes per day of social emotional instruction. The district will also provide training on best practices as grade level district wide teams work to incorporate SEL into each content area to maximize student and teacher proficiency of social emotional competencies. District wide work groups will receive a stipend for their work and each school will receive funds to purchase curriculum and resources for the social</p>

**Newport Independent School District
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			emotional learning curriculum of their choice.
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Stakeholder Input:

Newport Independent 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. The district utilized an outside agency to create a strategic plan with community goals consisting of representatives of all stakeholder groups – students, parents, employees, community group members, and local leaders. A survey was created to obtain feedback from all groups outside of the strategic planning committee. Members of the strategic planning meetings included – Newport Teachers Association President, Treasurer of the local NAACP, Brighton Center Director (local non-profit that provides a variety of services for local families/students who are disadvantaged and/or homeless), members from the ReNewport local organization, City of Newport Police Chief, and Newport Independent Schools administrators/staff. The feedback from each group remained largely the same in that all wanted to ensure we were providing adequate support for students/families and doing everything possible to keep students safe and healthy. With this feedback in mind we will be adding an additional Mental Health Counselor creating 1 full-time at each building, adding an additional school nurse creating 1 full-time at each building, as well as providing direct tutoring after school for all students.

A committee for COVID-19 Recovery was put together by the Newport Independent Schools, the local Health Department, and the local city government in a collaborative effort to determine the most effective and efficient ways to utilize personnel, resources, and allocate funding. All data was analyzed and shared with the committee at weekly meetings. Newport Independent Schools created a sub-committee to develop this American Rescue Plan. The sub-committee met on a weekly basis to analyze community and school data to determine the school district’s areas of need based on survey data and focus groups that are addressed in this plan. Stakeholder surveys were sent via email, social media, and posted on the district website. Feedback was discussed and analyzed during ARP ESSER planning meetings to determine suggestions that best supported Newport students.