

**Powell County District
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Section 1:

Narrative:

Powell County Schools is committed to staff and student health and safety as we return to in-person 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 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 when appropriate; less than before

Personal Protective Equipment as needed

Handwashing and respiratory/cough etiquette

Cleaning and maintaining healthy facilities for on-going cleaning during the school day and sanitization during non-instructional hours as needed.

Improving ventilation systems or purchasing new ventilation systems

Continuation of an additional school nurse to reduce travel and transmission from various schools. Additional hours for current school nurses as needed.

Additional staffing for substitutes in each building

Backpacks/Limited School supplies for students to reduce the need for lockers

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1:1 Technology device replacement and updated teacher stations and technology for teacher compatibility and remote learning as needed

Appropriate accommodations for children with disabilities with respect to the health and safety policies
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Section 2:

Narrative:

Section 2 of this American Rescue Plan is focused on how Powell 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 Powell 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. Through the PLC and LPLC process, we will continue principal and teacher coaching with our various partners, including PEBS and the Buck Institute, for the continuation of the professional growth process. Some implementation strategies include the continuation of 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.
	Formative Assessment	Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i> , 92, 81 -90.	Formative assessment will be used as an evidence-based intervention specifically focused on learning loss that provides on-going information regarding

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		http://weaeducation.typepad.co.uk/files/blankbox-1.pdf	student progress towards a measurable academic goal. Some implementation strategies include ongoing 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.
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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. The focus of the Powell County Schools will continue to include deeper learning, project based learning, and personalized learning. Strategies such as accountable talk, choral responding, opportunities to respond, questioning strategies, wait time, guided notes, graphic organizers, use of visuals, student goal-setting, and 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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	Data Systems	<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 at each school 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 includes MAP Assessment, student performance, attendance, behavior and etc. to provide 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 teachers with insight into what strategies (both behavioral and instructional) are working well and which need to be reconsidered.</p>
	Culturally Responsive Teaching	<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</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</p>

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		<p>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-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>implementation strategies include book studies and training for all teachers and staff on cultural competence and 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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	Multi-Tiered Systems of Support	<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 the district and schools effectively analyze data and make data-based decisions.</p>
	Positive Behavioral	<p>Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2017).</p>	<p>PBIS will be used as an evidence-based intervention to develop school-wide expectations, targeted interventions and supports, and data-driven</p>

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	Interventions and Supports	<p>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. 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>decisions making to improve student behavior and student outcomes. Some implementation strategies include training for teachers and staff to work collaboratively to develop expectations, interventions, and support. The purchase of books for a book study and teacher stipends to participate, as well as funding 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>
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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, continuation 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., 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., &</p>	<p>Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but essential standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards.</p>

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		<p>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.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf</p>	
Math	High Quality Instruction and Materials	<p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p> <p>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 and continuation of Math interventionist. Providing teacher stipends for these trainings as well as the purchase of books and resources are possible implementation strategies.</p>
	Prioritizing Essential Standards	<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.</p> <p>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</p>

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			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.
Learning Loss/Engagement	Summer and Afterschool Programs	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	To address learning loss as well as social/emotional well-being and student engagement, the Powell County School District may utilize afterschool programs and summer school programs to supplement the regular school day.

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Section 3:			
Narrative: Section 3 of this ARP details how the Powell County School District will effectively use the remainder of funds.			
Area of Focus	Need	Research	Implementation Rationale
Facilities and Health/Safety	Roofing		Various schools within our district need major roof repairs. With the existing problems, the air quality is not of high quality due to leaks which cause dampness and opportunities for mold growth. By making roof repairs as needed, the overall air quality of our schools will improve and impact our student and staff well-being. In addition, the three elementary schools will need complete replacement as the roofing is so bad it is more cost efficient to replace the current roofing systems.
Transportation	District Vehicles		In order to prepare for coordination of efforts, provide leaders with resources for schools and district, address special needs populations as needs and improve preparedness and response as well as other authorized activities relates to federal education acts, the district will purchase four vehicles, one which will be primarily paid for from ARP Homeless Funds, to be used by district and school level staff. One vehicle will be primarily used by the homeless liaison on order to conduct home

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			visits, obtain needed supplies, transport students, and identify homeless students and families within the district. A four wheel drive truck will be used by the facility and transportation department to transport PPE, deliver supplies as needed, conduct home visits, and address other needs related to the covid pandemic. Two other vehicles will be used by all district and school staff to travel in and outside the district to support student and staff needs related to trainings, student transportation and other needs of students and staff to improve the coordination of efforts and respond to post-pandemic related needs.
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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 Powell 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/466307103281285081285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf</p> <p>Missouri Department of Health. (2019). <i>The Missouri Model: A</i></p>	<p>Creating trauma informed and trauma sensitive schools will be an area of focus for Powell 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><i>developmental 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><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>	Funding will provide additional staffing at the district level for a possible additional school counselor, if needed, who will lead the district trauma team, track district and school level data, create and manage the district referral pathway, and make best practice recommendations for trauma interventions.
	Mental Health Therapists & Licensure		The district may 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.
	School Resource Officers	<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>	The district will partner with the local law enforcement agency to continue to have access to school resource officers to serve the district as recommended in KRS 158.4414-.4415

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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.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/</p>	<p>The following plan implements evidence-based interventions to address the mental health needs of staff working in schools. The district may utilize funds to create opportunities for physical activity after school, provide access to counseling programs, health screenings, and create programs to incentivize healthy life choices.</p>
<p>Stakeholder Input:</p> <p>Powell 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 Powell County Schools creating a recovery plan, stakeholder feedback was solicited in multiple ways including stakeholder surveys, personal invitations, presentations and meeting with the following groups:</p> <ul style="list-style-type: none"> a. students enrolled b. parents/guardians of students enrolled c. parents/guardians of students with disabilities d. Business Owners and Community Members e. Teachers/Staff/School and District Administrators f. Powell County Schools Board of Education <p>In addition to surveys, a COVID-19 Recovery Committee of stakeholders has been formed to include the following groups:</p> <ul style="list-style-type: none"> a. Parent Representative b. Student Representative c. Teacher Representative d. Community/Business Partner Representative e. Director of Federal Programs f. Director of Special Education g. Director of Operations h. District Instructional Supervisor i. District Superintendent 			

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A committee for COVID-19 Recovery was organized in a collaborative effort to determine the most effective and efficient ways to utilize personnel, resources, and allocate funding. In addition, the committee will review/approve mini-grants that are submitted by each school that is aligned with the spending plan, learning loss, and Covid-19 recovery. All data will be analyzed and shared with the committee at monthly meetings. Stakeholder focus groups are established for substantial consultation as we refine our spending plan and respond to ongoing and unanticipated needs. The Powell County Schools utilized an outside agency to create a strategic plan with community goals. The Powell County Schools created a sub-committee to develop this American Rescue Plan to determine the school district's areas of need based on survey data and focus groups that are addressed in this plan.