



National Trail Local Schools

Enrichment, In-Person Instruction, Continuity of Service and Local Use of Funds Plan

DISTRICT NAME: National Trail Local Schools
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DISTRICT CONTACT: Robert O. Fischer - Superintendent
DISTRICT IRN: 049270

During the 2020-2021 school year, National Trail delivered face-to-face instruction all year. Throughout the year, students were continuously monitored regarding educational needs and losses as a result of the 2019-2020 state wide shut-down. National Trail recognizes that many students still dealt with academic and social emotional loss during the 2020-2021 school year. As a result, this plan was created with these concerns in mind.

GENERAL INFORMATION

Universal and correct wearing of masks; In attempting to keep all of our students and staff as safe as possible National Trail will make facial coverings optional. This includes all students and staff as well as anyone entering the building.

Physical distancing; The CDC is updating K-12 school guidance to reflect the latest science on physical distance between students in classrooms. National Trail will adopt these practices once we have a clear definition of the expectations.

Handwashing and respiratory etiquette; National Trail will have ongoing health education to teach students proper handwashing and reinforce behaviors, and provide adequate supplies as needed during the upcoming school year.

Cleaning and maintaining healthy facilities, including improving ventilation; Our custodians disinfect areas such as bathrooms, drinking fountains, doorknobs, handrails, and lockers while our students are in session. National Trail has provided hand sanitizing stations in the hallways, the cafeteria, and all entrances as well as hand sanitizer in every classroom. Additionally, NT has added water fill stations at each water fountain to maintain student and staff safety. Students and staff are expected to wash their hands frequently during the course of the day. Finally, National Trail is in the process of upgrading our HVAC units to improve building wide filtration to improve ventilation and air flow.

Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments; National Trail will follow the CDC and State of Ohio Department of Health guidelines when it comes to identifying close contacts. When a student or staff member tests positive for COVID-19 and has been in the school during the 48 hour period before symptoms began (or before a positive COVID test for no symptoms), the administration will begin contact tracing using seating charts for the classroom, lunchroom and buses. Close contacts on school sponsored athletic teams and organizations will also be identified. NT will report positive cases to the health department as soon as they are informed. School officials will notify families that someone in the school has tested positive.

Staying at home when appropriate: Students, teachers, and staff who have symptoms should stay home and be referred to their healthcare provider for testing and care.



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Isolation: Isolation should be used to separate people diagnosed with COVID-19 from those who are not infected. Students, teachers, and staff who are in isolation should stay home and follow the direction of the local public health authority about when it is safe for them to be around others.

Quarantine: Quarantine should be used for students, teachers, and staff who might have been exposed to COVID-19 and develop symptoms. Students, teachers, and staff who are in quarantine should stay home and follow the direction of the public health department about when it is safe for them to be around others.

All staff and students, vaccinated or unvaccinated, who is a close contact possibly exposed in the classroom should self-monitor for symptoms for 14 days following exposure. Any contact who develops symptoms should be isolated away from other students and adults and evaluated for COVID-19. Testing may be recommended in coordination with the local health department, school, healthcare provider, or parent/guardians.

	Identifying Academic Needs	Approaches to Address Academic Gap Filling	Identifying Social/Emotional Needs (SEL)	Approaches to Address Social/Emotional Needs
2021-2022	<p>NT will use multiple forms of assessment to identify at-risk students (e.g. NWEA MAP, Benchmarking from Fountas & Pinnell, State assessment data, ACT, and locally developed assessments).</p> <p>NT will identify students who are at risk of not meeting graduation requirements (e.g. student success plans, attendance data, graduation points).</p> <p>NT will identify incoming kindergarten students who may have had a lack of Pre-School (PK) educational experiences before the start of the</p>	<p>NT will use universal screening data to build intervention supports for at risk students.</p> <p>NT will provide PK transportation for all students enrolled in the Preble County Educational Service Program</p> <p>NT will develop an after school tutoring program which will occur 3 days a week for students in grades 5-12.</p> <p>NT will prioritize Math and Literacy needs including the evaluation of current resources used throughout the district (e.g. Evaluate math and reading/language arts materials and select resources which support student learning and close achievement gaps).</p> <p>NT will increase cross grade-level communication and prioritization of standards (e.g. Teachers conduct a standards analysis to identify gaps in instruction, share information with building leadership teams,</p>	<p>NT will refine the current referral system to identify SEL needs and create targeted interventions (e.g. multidisciplinary teams who are knowledgeable of SEL supports as well as behavioral supports).</p> <p>NT will continue to use a variety of resources to identify student and staff needs through refinement of our Strategic plan, CCIP and One Needs Assessment.</p> <p>NT will use and analyze the results of the panorama survey and create action goals.</p>	<p>NT will examine partnerships with outside agencies to provide support for students and staff.</p> <p>NT will collaborate with local mental health agencies for evidence-based prevention programs and prevention education for students. SOS (signs of suicide), QPR -Suicide training for staff, HOPE Squad, Girls Lead, etc.).</p> <p>NT will utilize the Youth and Family Resource Connection.</p> <p>Reinforce a school culture that consistently recognizes and supports the social/emotional</p>



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	<p>school year (e.g. screen incoming K students and identify students who may benefit from enrichment and or intervention).</p>	<p>support teams and specialists to address achievement gaps).</p> <p>NT will offer support for incoming kindergarten-eighth grade students through the implementation of a literacy night (e.g. materials, games, food, books).</p> <p>NT will develop plans for Seniors/Credit Recovery Options for high school with a focus on students' success plans.</p> <p>NT will create Summer School plans for students who are behind academically.</p> <p>NT will create Staff PD (Educators and Administrators) that focuses on engaging classroom methods, gap filling, using data to create meaningful classroom experiences, and will continue to focus on the importance of developing meaningful relationships with students and their families.</p> <p>NT will improve its existing intervention for students in grades K-12. Examples may include creating enrichment opportunities, study groups as needed and testing intervention, etc.</p> <p>Building Administrators and counselors will work with the teams at the next academic grade level to share observations, data, and plans for students of concern to ensure the thoughtful transition for students from 4th to 5th and 8th to 9th grade.</p>		<p>needs of students. This should include, but not be limited to crisis support, parent resources/education as well as staff PD centered on SEL topics.</p>
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	Identifying Academic Needs	Approaches to Address Academic Gap Filling	Identifying Social/Emotional Needs (SEL)	Approaches to Address Social/Emotional Needs
2022-2023	<p>NT will use multiple forms of assessment to identify at-risk students (e.g. NWEA Map, Benchmarking from Fountas & Pinnell, State assessment data, ACT, and locally developed assessments).</p> <p>Identify students who are at risk of not meeting graduation requirements (e.g. student success plans, attendance data, graduation points).</p>	<p>NT will offer access to higher level math and science courses (e.g. advanced mathematics, physics, CCP)</p> <p>NT will continue to have an after school tutoring program available 3 days a week.</p> <p>NT will continue to create Staff PD that focuses on engaging classroom methods, gap filling, and using data to create meaningful classroom experiences, as well as to continue to focus on the importance of developing meaningful relationships with students and their families.</p> <p>Use of effective district-wide school-wide/grade level leadership teams focusing on achievement gaps.</p> <p>Offer an interactive summer experience for students in grades K-6 designed to reinforce and remediate key math, reading and science concepts.</p> <p>Offer support for incoming kindergarten-eighth grade students through fine tuning of literacy night and other parent involvement activities (e.g. materials, games, grandparents' day, food, books, etc.).</p> <p>NT will continue to develop existing intervention for students in grades K-12. Examples may include creating enrichment opportunities, study groups as needed and testing intervention, etc</p>	<p>Implementation of refined district-wide tools for identification of SEL needs as well as progress monitoring for interventions (e.g. Branching minds, district-wide referral process, screening tools, resource mapping).</p> <p>We will continue to use a variety of resources to identify student needs through our refinement of our Strategic plan, CCIP and One Needs Assessment.</p>	<p>NT will coordinate and align with relevant partners to support students' social-emotional needs.</p> <p>NT will continue partnering with outside agencies for evidence-based prevention programs and prevention education for students.</p>



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	<p>NT will develop a partnership with local agencies such as the ESC, YMCA and various preschool providers to create additional learning opportunities for our students.</p> <p>Building Administrators and counselors will continue to work with the teams at the next academic grade level to share observations, data, and plans for students of concern to ensure the thoughtful transition for students from 4th to 5th and 8th to 9th grade.</p>		
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Local Use of Funds Plan

- 1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

The ARP ESSER funds will be used to redesign the high school office, lecture room and bathrooms. The remaining ARP ESSER funds will be used for the installation of an elevator as well. These purchases align with the allowable uses as we are “repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards” and “improving indoor air quality”. There is heavy traffic in both the high school office and lecture room. Redesigning the high school office allows for more space in the guest area to prevent congestion. Redesigning the lecture room will allow for a better flow of air and an increase in space within the seating area. The remodeling of the bathrooms allow for an increase in air flow, more spacing to reduce the risk of virus transmission. The District looks to create an outside seating area for lunch to allow social distancing for its students and to allow students the opportunity to be outside while eating and unmasked. Additionally, the district will purchase additional classroom furniture to allow students to space out and give more flexibility in each classroom.

- 2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?**

National Trail Local Schools will continue to address learning loss by creating early intervention supports at the elementary level. These supports include an additional educator, 2 additional reading specialists, and support personnel, Providing more students the opportunity to access preschool through the addition of transportation will support learning loss for our youngest students. NT will monitor impact and



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effectiveness through the use of formative assessment measures and benchmarks. All teachers will continue to be trained on evidence-based strategies and practices to employ in their classrooms.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remaining ARP ESSER funds will be used to redesign the high school office, lecture room and bathrooms and creating an outside seating area for lunch. The remaining ARP ESSER funds will be used for the installation of an elevator as well. These purchases align with the allowable uses as we are "repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards" and "improving indoor air quality". There is heavy traffic in both the high school office and lecture room. Redesigning the high school office allows for more space in the guest area to prevent congestion. Redesigning the lecture room will allow for a better flow of air and an increase in space within the seating area. The District looks to create an outside seating area for lunch to allow social distancing for its students and to allow students the opportunity to be outside while eating and unmasked. Additionally, the district will purchase additional classroom furniture to allow students to space out and give more flexibility in each classroom. The District will see an increase in mental health and physical wellness referrals as a result of the aftermath of COVID. Anxiety, depression and physical health problems will more than likely increase post-COVID, compared to those without a previous infection, which may be attributed to the aftermath of COVID. As a result, we anticipate more activity in our nurses clinic and an overall increase in special-education referrals due to the educational loss for our students. Utilizing this funding, we will add a nurses aid and help fund our medical and school psychologist needs. The addition of these funds will support mental health services and well as physical health care services.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The interventions employed are intentionally selected to address the academic, mental and physical needs of students. National Trail teachers and administrators will ensure the alignment remains consistent and intentional through the analysis of growth data for ALL students.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

National Trail Local Schools identified priority educational needs through the use of assessment data, surveys, focus groups, DLTs, BLTs, and TBTs. Feedback and data from these various stakeholders allowed the district to hone in on the most important needs. The district also utilized several public discussions at its Board of Education Meetings to receive feedback from our community stakeholders.



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- 6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.**

National Trail Local Schools will begin employing the addition of supports in the Fall of 2021 and will evaluate the effectiveness of the supports in the Spring of 2022. The remodels will begin to take place in Summer of 2021.

- 7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.**

It is National Trail Local Schools' intention to have all students back on the K-12 campus; however, NT understands there may be situations in which students have a need for a remote learning option. National Trail will handle situations on an individual basis. The additional support personnel will be able to assist educators and school nurse if there was a need for some students to transition to a remote learning option.

- 8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.**

National Trail Local Schools will continue to address learning loss by creating early intervention supports at the elementary level. These supports include an additional educator, 2 additional reading specialists, and support personnel, Providing more students the opportunity to access preschool through the addition of transportation will support learning loss for our youngest students. NT will monitor impact and effectiveness through the use of formative assessment measures and benchmarks. All teachers will continue to be trained on evidence-based strategies and practices to employ in their classrooms. NT will continue to have strong communication with families providing strategies on how to support students at home.