

**Mercer County
American Rescue Plan
FY 2021-2022**



Section 1:

Mercer County 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.

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 (HVAC)

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

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Vaccination clinics in an effort to provide vaccinations to educators, other staff, students, and families if eligible
Appropriate accommodations for children with disabilities with respect to the health and safety policies
Water bottle refill stations
Plexiglass to support physical distancing
1:1 Technology devices
Signage and printed communication of health and safety protocols in multiple languages
Badge System

Section 2:

Narrative:

Section 2 of this American Rescue Plan is focused on how Mercer 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 Mercer 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.

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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/ddd_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. Some implementation strategies include initial training on the PLC process and book studies that deepen understanding of PLCs.
	Formative Assessment	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	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.

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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. 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.</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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	<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, and the purchase of the data system. Edgenuity will be used as an online resource. IReady will be used as the universal screener.</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</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 socio culturally diverse learners. <i>International Journal of Multicultural Education</i>, 17(3), 1-20. https://eric.ed.gov/?id=EJ1104910</p>	<p>implementation strategies include training of 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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	<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),</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. 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. Will also provide full day preschool.</p>
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		<p>29–37. DOI: 10.1080/00405841.2016.1241946</p> <p>Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2016). From response to intervention to multi-tiered systems of support: Advances in the science and practice of assessment and intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), <i>Handbook of Response to Intervention: The science and practice of multi-tiered systems of support</i> (2nd ed.) (pp. 1–6). New York, NY: Springer.</p> <p>McIntosh, K., & Goodman, S. (2016). <i>Integrated multi-tiered systems of support: Blending RTI and PBIS</i>. New York, NY: Guilford Press</p> <p>National Center on Response to Intervention at the American Institutes for Research. (2015). <i>MTSS, RTI, special education ... Oh my! Gaining an understanding of MTSS and RTI from Drs. Lynn Fuchs and Joe Jenkins</i>. Washington, DC: Author. https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe.</p> <p>Scott, T.M., Gage, N.A., Hirn, R.G., Shearer Lingo, A., & Burt, J. (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, <i>Preventing School Failure:</i></p>	
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		<p>Alternative Education for Children and Youth, 63:4, 308-316, DOI: 10.1080/1045988X.2019.1605971</p> <p>Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. <i>Exceptionality, 17</i>(4), 223-237. DOI: 10.1080/09362830903235375</p> <p>Terrance M Scott, Nicholas A Gage, Regina G Hirn, Amy Shearer Lingo & Jon Burt (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, Preventing School Failure: Alternative Education for Children and Youth, 63:4, 308-316, DOI: 10.1080/1045988X.2019.1605971</p>	
	<p>Positive Behavioral Interventions and Supports</p>	<p>Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2017). Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools. <i>Journal of Positive Behavior Interventions, 18</i>(1), 41-51. DOI: 10.1177/1098300715580992</p>	<p>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. The use of funds to secure a data collection system is also a possible implementation strategy.</p>

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		<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>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>	
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		<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>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, 4</i>, 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</p>

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			<p>and secondary students, investment and training in implementing leveled texts, hiring of ELA interventionists, and the creation of school-wide guided reading programs including purchasing of books, and book studies.</p>
	<p>Teaching Essential Skills</p>	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf</p>	<p>Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but essential standards will receive the most focus. Implementation strategies include training on the standards and time for teachers to collaborate before each instructional unit to revise the pacing as needed.</p>

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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. Purchase of books and resources are possible implementation strategies. Hiring of interventionist.</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 be taught but essential standards will receive the most focus. Implementation strategies include training on the standards and time for teachers to collaborate before each instructional unit to revise the pacing as needed.</p>
Response to Learning Loss	Titan Academy	<p>https://docs.google.com/document/d/1ia8q1UbTsHBYT2GyZGWGXGAjHUU75aXU/edit#heading=h.gjdgxs</p>	<p>Titan Academy is our approach to the learning loss for our students during the 2020-21 school year. The Titan Academy will be a three-year intervention/extension program striving to provide</p>

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			<p>exposure for lost content and assistance on instructional gaps brought about by the COVID-19 impact on student learning. Curriculum and instructional targets will be generated from a needs assessment of Spring 2021 universal screener results and from teacher-generated contextual information regarding classroom standards that need to be prioritized. The Academy will consist of 24 days of direct, focused, small-group instruction led by certified teachers, assisted by classified aides.</p>
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Section 3:

Narrative:

Section 3 of the American Rescue Plan will contain the other items Mercer County Schools will use the funds for to support student safety, learning loss and district needs.

American Rescue Plan: Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

On March 11, 2021, a third ESSER Fund (ARP ESSER) was authorized by the enactment of the American Rescue Plan (ARP) Act. This act includes more than \$2 billion dollars for Kentucky public schools.

The ESSER funds will be distributed to local education agencies based on a proportional share of the district's Title I, Part A 2020-2021 allocation.

Section 2001(e) of the American Rescue Plan requires districts to reserve not less than 20 % of ARP ESSER funds to address learning loss through the implementation of evidence-based interventions – such as summer learning or summer enrichment, extended day, comprehensive afterschool or extended school year programs – and ensure those interventions respond to students' social, emotional and academic needs, and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low income families, children with disabilities, English learners, genders, migrant students, students experiencing homelessness, and children and youth in foster care).

The Mercer County Board of Education sought meaningful consultation by asking for input from a wide variety of stakeholders in our planning process. Requests were sent through social media and posted on our website. The district looked over the feedback and used that information to determine what would best support the learning loss and safety of the students of Mercer County.

Mercer County Board of Education plans to allocate more than the required 20% to address learning loss over the next two years. The district developed a comprehensive plan (Titan Academy) to address learning loss in addition to hiring 2 Interventionists for reading and math. We have an ongoing schedule to replace technology devices in our classrooms to support student learning.

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Other uses of funds for the district over the next two years will be a Badge system, salary increase for certified and classified staff, , SEL programs K-12 , additional busses to spread out students and bathroom upgrades. Several items on this list are for safety concerns at the building levels.

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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 Mercer 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/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf</p>	<p>Creating trauma informed and trauma sensitive schools will be an area of focus for Mercer 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.</p> <p>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>

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	<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. 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.</p>	<p>Funding will provide additional staffing at the district level for a school social worker who is a part of 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.</p>
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		https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package	
	Mental Health Therapists		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.
	School Resource Officers	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	The district will create a law enforcement department which will employ a Mercer County Schools SRO resource officer to serve each school building in the district as recommended in KRS 158.4414-.4415
	Social Emotional Programming	https://characterstrong.com/ https://www.positiveaction.net/introduction and https://www.harmonysel.org	Evidence-based SEL programs for our schools. 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 all students will receive social emotional instruction. The district will also provide training on best practices as grade level district-wide teams work to

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			incorporate SEL into each content area to maximize student and teacher proficiency of social emotional competencies. Programs will be purchased for K-12 SEL.
Community Mental Health			We collaborate with outside agencies and help with referrals and support when needed. FRYSC also provide this service.

Stakeholder Input:

Mercer 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 Mercer County Schools creating a recovery plan, stakeholder feedback was solicited in multiple ways. Both surveys and meetings were held with various groups. A survey was sent out through social media and district website or meeting was held with the following groups:

- a. Enrolled students
- b. Parents/guardians of enrolled students
- c. Parents/guardians of students with disabilities
- d. Underrepresented/ minority groups
- e. Local KEA representative and members
- f. Community members
- g. SBDM councils
- h. Local government agencies
- i. District certified and classified staff

Mercer County does not have an active Civil Rights group.

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In addition to surveys, a COVID-19 focus committee was developed with consultation from the following group representatives:

- a. Superintendent
- b. Mercer County Board of Education
- c. School and district administrators
- d. Local health department
- e. Local law enforcement agencies (police and sheriff)
- f. Emergency Responders (Fire and EMS)
- g. Mental health providers (school psychologist, counselors, and social workers)
- h. Food service
- i. SBDM councils
- j. Transportation
- k. Maintenance/ Facilities
- l. Technology
- m. Titan Up committee represents all groups (minority, underrepresented and low income)

Data and updates were shared with the committee on a regular basis.

Based on the results from input from the stakeholders, the COVID-19 committee met regularly to analyze the data and developed the plan to address the needs of Mercer County Schools.

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