

Montgomery County Schools
American Rescue Plan
FY 2021-2022
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Section 1:
Narrative: Montgomery County Schools is committed to staff and student health and safety as we return to in-person and limited virtual academy 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 consider 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 – See the revised Return-to-School Plan at: https://www.montgomery.kyschools.us/userfiles/2407/My%20Files/COVID%20School%20Operations%20Plan.png?id=560665
Physical distancing – We will socially distance as much as is feasibly possible with a return to full, in-person learning.
Face coverings are optional for students, staff, and visitors and encouraged for household contacts of positive COVID cases
Handwashing and respiratory/cough etiquette – Proper handwashing and other health etiquette will be taught to all students and encouraged at all times.
Cleaning and maintaining healthy facilities – The district will utilize Germ Stop, a monthly expenditure to reduce the transmission of germs from all surfaces.
Improving ventilation in classrooms
The use of additional substitutes to provide a continuation of learning for students
Vaccination clinics in an effort to provide vaccinations to educators, other staff, students, and families if eligible

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Appropriate accommodations for children with disabilities with respect to the health and safety policies
Water bottle refill stations
1:1 Technology devices
Additional custodial hardware and supplies to ensure proper sanitation and cleaning in our buildings
Additional district vehicles to include HVAC Maintenance truck, School Resource Officer vehicle, and school buses to ensure social distancing as much as possible
Additional seating/chairs to ensure social distancing as much as possible
Additional

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Section 2:

Narrative:
 Section 2 of this American Rescue Plan is focused on how Montgomery 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 Montgomery 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. 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.
	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 student progress towards a measurable academic

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		http://weaeducation.typepad.co.uk/files/blankbox-1.pdf	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>.</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>2012;22(1):14-22. doi:10.1177/107429561202200104</p> <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</p>	
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		<p>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: 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/dddmg_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>
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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, 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>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</p>	
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		<p>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. <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</i></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</p>

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		<p><i>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. <i>Focus on Exceptional Children</i>. 42. 1-14. 10.17161/fec.v42i8.6906.</p> <p>OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). <i>Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information</i>. 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</i></p>	<p>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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		<p><i>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>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	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	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

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		<p>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 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>
	<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</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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		Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf	
Math	High Quality Instruction and Materials	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	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 as the purchase of books and resources are possible implementation strategies.
	Prioritizing Essential Standards	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/	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

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			the pacing as needed, and teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards.
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Section 3:

Narrative:

Montgomery County Schools will utilize the remainder of the funds to prioritize student and staff safety and student learning including, but not limited to:

- Instructional and school supplies provided for each student to ensure that all students have the materials they need to be successful,
- Summer learning camp costs including transportation, materials, and enrichment opportunities in all content areas,
- Costs associated with extended learning opportunities for students before and after school and during breaks,
- Indirect costs,
- Additional staffing to provide support where needed,
- Extra mental health services and education for students, staff, and families,
- Additional mental health professionals
- Technology devices (ex. Chromebooks, digital displays, document cameras, etc.)
- Technology infrastructure
- Technology software
- Technology monitoring software
- Virtual learning platforms
- One-time supplemental stipends for staff for duties above and beyond related to continuation of services and learning loss

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- Training and professional development for staff (including travel and expenses related to PD)
- Registration fees
- Additional furniture to social distance as much as possible
- HVAC controls to improve air quality
- Possible bus purchases to social distance as much as possible
- Transportation routing software
- Additional assessment costs to monitor student learning
- Possibly covering student fees
- Additional learning opportunity costs for students (field trips, etc.)
- Any additional, appropriate costs to support student and staff safety, student learning, staff training, and facilities.

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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 Montgomery 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/fileSendAction/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 Montgomery 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. Trauma teams will focus on:</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>Funding will help support and implement this initiative through possible staffing and training.</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</p>	
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		Environments. https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package	
	Threat Assessment Training from the Kentucky Center for School Safety		The district will create and fund a threat assessment team at each school following the KCSS threat assessment protocol.
	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. 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.
	Calming/Sensory Areas	Zenner, C., Herrnleben-Kurz, S., & Walach, H. (2014). Mindfulness-based interventions in schools - a systematic review and meta-analysis. <i>Frontiers in Psychology</i> , 5. https://doi.org/10.3389/fpsyg.2014.00603	The district may utilize funds to create calming/sensory areas. These locations will be accessible to all students as needed within a Trauma Sensitive Schools framework.

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	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 continue to support a law enforcement department as recommended in KRS 158.4414-.4415
	Social Emotional Programming	https://pg.casel.org/review-programs/	See link for evidence-based CASEL database of SEL Programs www.casel.org The district will train all staff on Social Emotional Competencies. 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.

Stakeholder Input:

Montgomery 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 Montgomery County Schools creating a recovery plan and specifically a plan for the ARP ESSER funding, stakeholder feedback was solicited in multiple ways. Stakeholder surveys were sent via email and advertised over social media to the following groups:

- a. Students
- b. Families

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- c. School and district administrators
- d. Educators
- e. Education Association members
- f. The Montgomery County community as a whole which includes stakeholders representing groups of children representing historically disadvantaged groups. (Local civil rights groups were researched; however, none were identified. However, comments received in the feedback represented our Black and Hispanic Achievers Group).

Stakeholder feedback was used to construct the plan above, including most feedback being included in some way to the plan.