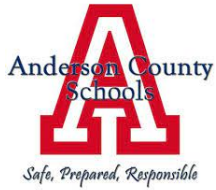


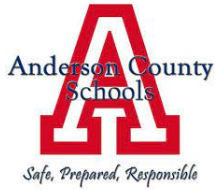
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Section 1:
<p>Narrative: Anderson County Schools is committed to staff and student health and safety as we return to in-person and virtual learning post pandemic. To continue to mitigate the effects and reduce the spread of COVID-19, we will utilize funds to implement the practices and protocols listed below. Furthermore, we will continually monitor and evaluate the effectiveness of each of these practices, and we will adjust as needed to follow any updated guidance in accordance with the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, and the Kentucky Department of Education and local Health Department.</p>
Prevention and Mitigation Strategies
Physical distancing (floor markings, barriers, designated/modular seating, etc.)
Optional and/or occasional mandatory use of Personal Protective Equipment
Handwashing and respiratory/cough etiquette
Cleaning and maintaining healthy facilities (routine cleaning, sanitization, disinfection, enhancing air quality, etc.)
Additional staff for on-going cleaning during the school day and sanitization during non-instructional hours
Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments
Additional staffing to include full-time substitutes
Appropriate accommodations for children with disabilities with respect to health and safety
Personal water bottles encouraged
Plexiglass barriers to support physical distancing
1:1 Technology devices and Last Mile Internet Assistance
Signage and printed communication of health and safety protocols



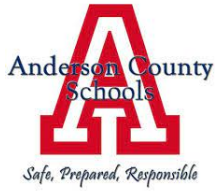
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Section 2:			
Narrative:			
<p>Section 2 of this American Rescue Plan is focused on how Anderson County Schools will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. The plans below detail the areas of focus <i>Anderson County Schools</i> will intentionally address to mitigate the impact of lost instructional time, the evidence-based interventions we will utilize to do so, the research citations and links for those evidence-based interventions, as well as a rationale explaining how our district will implement each evidence-based intervention.</p>			
Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
Instruction	Professional Learning Communities / Data Teams	<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/PractiseGuide/dddmg_pg_092909.pdf</p>	<p>PLCs/Data teams 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 equal opportunities for all students to learn. Analysis of classroom level data will drive teacher reflection of their instructional practices. Some implementation strategies include initial training on the PLC/Data Teams process, book</p>



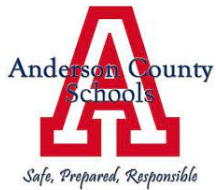
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			<p>studies that deepen understanding of PLCs/Data Teams, school-level scheduling for grade level and content-based PLCs/Data Teams, and sharing and discussion of district-wide data to promote data-based decision making as a best practice.</p>
	<p>Formative Assessment</p>	<p>Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 92, 81 -90. http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</p>	<p>Formative assessment will be used as an evidence-based intervention, specifically focused on learning recovery, that provides ongoing information regarding 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 collaborative work leading to common formative</p>



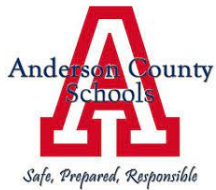
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			assessments, and analysis of those formative assessments.
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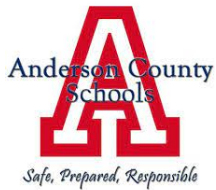
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	<p>Student Engagement Strategies</p>	<p>Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., and Mooney, K. (2011). Measuring student engagement in upper elementary through high school: a description of 21 instruments. (Issues & Answers 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/regional/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/challengebehavior/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>Student engagement strategies will be used as an evidence-based intervention to enhance meaningful student involvement in classroom learning and thus mitigate the impact of lost instructional time. Strategies such as accountable talk, choral responding, opportunities to respond, cooperative learning structures, questioning strategies, wait/think time, peer review, guided note-taking, graphic organizers, use of visuals, student goal-setting, collaborative rubric development, 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</p>
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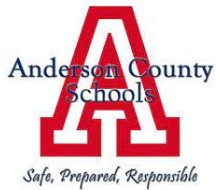
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		<p>MacSuga-Gage A.S., Simonsen B., Briere D.E. Effective teaching practices: Effective teaching practices that promote a positive classroom environment. <i>Beyond Behavior</i>. 2012;22(1):14-22. doi:10.1177/107429561202200104</p> <p>MacSuga-Gage, A. & Simonsen, B. (2015). Examining the effects of teacher directed 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.</p>	<p>implemented, materials and technology to implement engagement strategies, and other related professional learning.</p>
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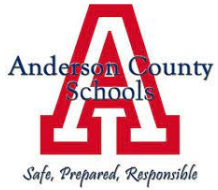
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		<p>Washington, DC: US Department of Education, Office of Special Education Programs. https://files.eric.ed.gov/fulltext/ED591076.pdf</p> <p>Scott, T.M., Hirn, R.G. & Alter P. J. (2014) Teacher instruction as a predictor for student engagement and disruptive behaviors, preventing School Failure: alternative education for children and youth, 58:4, 193-200, https://doi.org/10.1080/1045988X.2013.78758</p> <p>Simonsen, B., & Myers, D. (2015). <i>Classwide positive behavior interventions and supports: 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: Vol. 3 : Iss. 2 , Article 3.</i></p>	
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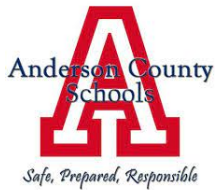
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		https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1018&context=ktej	
	<p>Data Systems</p>	<p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional 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</p>



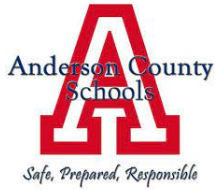
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			include professional learning for teachers on how to utilize the data system, standards mastery tracking and triangulation used to inform instruction, and stipends for data managers to help teachers use it to make data-informed decisions.
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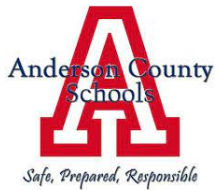
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	<p>Multi-Tiered Systems of Support</p>	<p>Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., & Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. <i>Exceptional Children</i>, 83(3), 269–280. https://eric.ed.gov/?id=EJ1146326.</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</p>	<p>Multi-Tiered Systems of Support (MTSS) 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 recovery of student learning. Some implementation strategies include refresher meetings on the MTSS Framework, ongoing staff training as needed related to effective intervention strategies and effective ways to monitor progress. An MTSS district and/or school coordinator may be hired as a</p>
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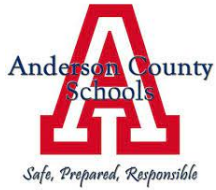
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		<p>g.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf</p> <p>Freeman, J., Sugai, G., Simonsen, B., & Everett, S. (2017). MTSS coaching: Bridging knowing to doing. <i>Theory Into Practice</i>, 56(1), 29–37. DOI: 10.1080/00405841.2016.1241946</p> <p>Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2016). From response 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). MTSS, RTI, special education ... Oh my! Gaining an understanding of MTSS and RTI from Drs. Lynn Fuchs and Joe</p>	<p>possible intervention strategy. Evidence-based programs for intervention, a universal screener, and a progress monitoring system are in place. Additional funds may be used to enhance those supports by seeking increased capabilities and refinement. The standards mastery tracking and triangulation tool will be used to help the district and schools effectively analyze data and make data-based decisions.</p>
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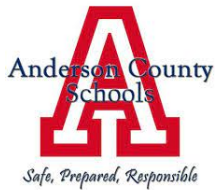
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		<p>Jenkins. Washington, DC: Author. https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe.</p> <p>Scott, T.M., Gage, N.A., Hirn, R.G., Shearer Lingo, A., & Burt, J. (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 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, <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 63:4,</p>	
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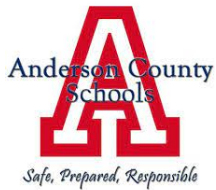
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		308-316, DOI: 10.1080/1045988X.2019.1605971	
	Positive Behavioral Interventions and Supports Framework	<p>Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2017). Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools. <i>Journal of Positive Behavior Interventions</i>, 18(1), 41-51. DOI:10.1177/1098300715580992</p> <p>Horner, R.H., Sugai, G. & Anderson, C. M. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support. 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>	A positive behavior support framework will be used as an evidence-based intervention to enhance school-wide expectations, targeted interventions and supports, and to promote data-driven decisions to improve student behavior and student outcomes. Some implementation strategies include refreshing teachers and staff on strategies and to work collaboratively to develop/solidify expectations, interventions, and support. The purchase of books for a book study may be implemented at the school level.



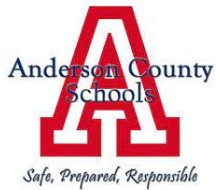
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		<p>Scott, T.M., Gage, N. An Examination of the Association Between Teacher’s Instructional Practices and School-Wide Disciplinary and Academic Outcomes. <i>Educ. Treat. Child.</i> 43, 223–235 (2020). DOI: 10.1080/1045988X.2019.1605971</p> <p>Simonsen, B., & Myers, D. (2015). <i>Classwide positive behavior interventions and supports: A guide to proactive classroom management</i>. Guilford Press.</p> <p>Sugai, G., Horner, R. H. (2015). <i>School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance</i>. Behavior Analysis Practice. Feb2015. DOI: 10.1007/s40617-015-0045-4.</p> <p>US Department of Justice and US Department of Education, (July, 2014). Dear colleague letter on the nondiscriminatory administration of school discipline. https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html</p> <p>U.S. Department of Education Office for Civil Rights, (March, 2014). Civil</p>	
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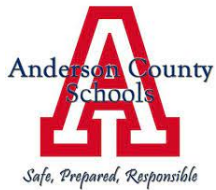
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		<p>rights data collection: Data snapshot (School Discipline). https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf</p> <p>Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & 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 / Resources	<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. Some implementation strategies include training on reading practices- (e.g., NMSI’s Laying the Foundation, etc.).</p>



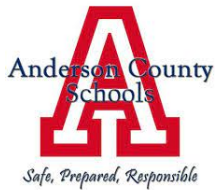
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		<p>A Breakdown of How NMSI's Evidence-Based Interventions Map to ESSER's Allowable Uses https://www.nms.org/Resources/Newsroom/Blog/2020-(1)/May/A-Guide-to-Using-COVID-Relief-Funds-Downloadable-W.aspx</p>	<p>Possible implementation strategies include research on vocabulary and highest effect size comprehension strategies for elementary and secondary students, investment and refresher training on implementing leveled texts, hiring of ELA interventionists, and the creation of school-wide read programs including purchasing of books, payment for author visits, programming enhancements, 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/p</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,</p>



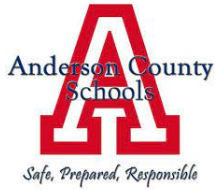
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		<p>racticeguide/wwc_found_reading_summary_051517.pdf</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice 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>however essential standards will receive an intense focus. Implementation strategies include refresher training on the standards, time for teachers to collaborate before each instructional unit to revise/refine the pacing as needed, and teacher stipends if/as needed to complete this work and to collaborate on effective instructional strategies to teach standards.</p>
<p>Math</p>	<p>High Quality Instruction and Materials / Resources</p>	<p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</p>	<p>The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach mathematical concepts and problem solving, to use visual representations and models of mathematical ideas during explicit instruction, and to increase fluency of basic facts. Some implementation strategies include training on mathematical practices (e.g., NMSI’s Laying the Foundation,</p>



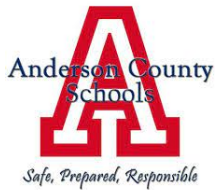
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		<p>A Breakdown of How NMSI's Evidence-Based Interventions Map to ESSER's Allowable Uses https://www.nms.org/Resources/Newsroom/Blog/2020-(1)/May/A-Guide-to-Using-COVID-Relief-Funds-Downloadable-W.aspx</p>	<p>etc.), training on how to use manipulative materials to foster conceptual understanding, and training on the use of number talks to increase fluency and number sense. Providing teacher stipends if/as needed for refresher training as well as the purchase of books and resources are possible implementation strategies.</p>
	<p>Prioritizing Essential Standards</p>	<p>National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics (June 2020). Moving Forward: Mathematics Learning in the Era of COVID-19. https://www.mathedleadership.org/mathematics-learning-in-the-era-of-covid-19/</p> <p>NCTM's Principles to Actions Executive Summary https://www.nctm.org/uploadedFiles/Standards_and_Positions/PtAExecutiveSummary.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, however essential standards will receive an intense focus. Implementation strategies</p>



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			include refresher training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and teacher stipends if/as needed to complete this work and to collaborate on effective instructional strategies to teach standards (e.g., NCTM's Eight Mathematics Teaching Practices, etc.).
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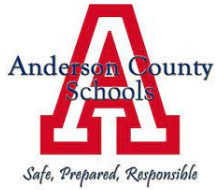


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Section 3:

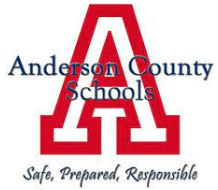
Narrative:
 Section 3 of this American Rescue Plan is focused on how *Anderson County Schools* will utilize remaining funds to address the academic impact of lost instructional time through evidence-based interventions. The plans below detail the areas of focus Anderson County Schools will intentionally 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. This section includes the response from students, parents/guardians, as well as community and staff, regarding best strategies to help support recovery of student learning, intervention, and social-emotional needs.

Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
Intervention and Instructional Strategies to Address Learning Loss	Additional Teachers and Support Staff- Support for Small-Group Instruction in Reading, Writing and Math or other Core Content	J. Hattie (December 2017). Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ KDE’s Guidance: Accelerating Student Learning During Summer	Small-group instruction allows teachers to work on specific standards and skills utilizing a high-intensity tutoring model that is highly successful in recovering learning loss and mastering core content / standards. Additional teachers



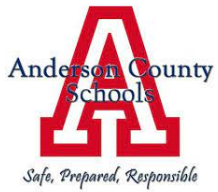
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		<p>Learning Programs and Through the Academic Year https://education.ky.gov/comm/Documents/Summer%20Learning.pdf</p>	<p>and staff may be hired to provide additional support for small-group instruction to provide high-intensity tutoring in reading, writing and mathematics or other core content classes that need recovered learning. Implementation of summer academic and/or enrichment learning academies, providing small-group high intensity tutoring for reading mathematics, writing and enrichment will all be used as evidence-based interventions. This provides students with focused learning time to recover standards and master content.</p>
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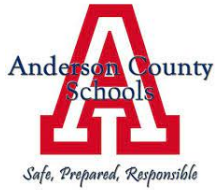
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	<p>Counseling Services, Social Emotional Health Services, Guidance Lessons</p>	<p>Zenner, C., Herrnleben-Kurz, S., & Walach, H. (2014). Mindfulness-based interventions in schools - a systematic review and meta-analysis. <i>Frontiers in Psychology</i>, 5. https://doi.org/10.3389/fpsyg.2014.00603</p>	<p>Students and parents can request counseling services as needed due to Covid-19. Counseling services can be provided through school counselor, school psychologist and/or healthcare professionals on school grounds with parent permission. Services on school grounds allow students to reduce time missed from classroom instruction and to receive services needed for social and/or emotional support. After school social groups and services may be provided if/as needed.</p> <p>Guidance lessons to teach social-emotional content such as citizenship, conflict resolution, restorative practices, etc. will be provided.</p>
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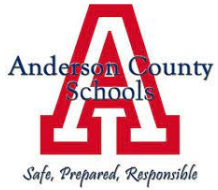
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	<p>Additional Instructional Resources, Teacher Materials and Student Learning Materials, Curriculum Support, and Hands-on Materials and Technology</p>	<p>(see evidence cited in other sections as applicable)</p>	<p>Teachers and administrators are purchasing guided reading materials, additional mathematics and core instructional area materials to support teaching standards in lessons, hands-on manipulatives, books, software, and technology. This includes math manipulatives (Vonda Stamm), Literacy Footprints, Coach Digital, Soday Reading System, Moving with Math, Simple Solutions, Reading Plus, Academic Edge, Dreambox, Lexia, Apex Learning, Study Island, Support Coach and Performance Coach books, etc. and technology equipment such as chromebooks, ipads, interactive flat screen devices, etc. to enhance parallel teaching for co-teaching. Co-teaching increases learning opportunities for special needs students in regular classroom settings.</p>
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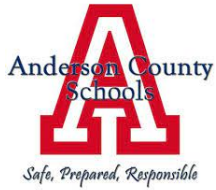
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	Full-Day Preschool Funding	(see evidence cited in other sections as applicable)	Funding will support a half-day preschool classroom to provide a full-day preschool experience for identified students.
	Expand Engagement Opportunities for Students (clubs, athletics, activities) and/or with Community Engagement/ Partners for Enrichment Activities	(see evidence cited in other sections as applicable)	School level plans include ideas to implement and provide activities for students to participate in after-school such as clubs, new athletic opportunities for elementary students, as well as community partners for dance, gymnastic, music, small engine repair, agricultural opportunities, cooking, job shadowing, college visits, etc.
	Academic In-school Intervention Services	(see evidence cited in other sections as applicable)	Students will receive intervention services during the school day, outside of their non-core instructional area times, or via a push-in model to address learning loss. Teachers may be paid stipends to teach small groups focused on standards and skills



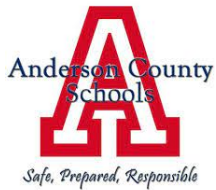
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			recovery (during planning time), substitute teachers may work with classroom teachers providing small group instruction and/or high-intensity tutoring for student mastery.
	Academic After-school Learning Opportunities With/without Transportation, Tutors	(see evidence cited in other sections as applicable)	Teachers will provide ESS learning opportunities for students to attend Learning Labs as well as small group and individual high-intensity tutoring sessions to recover standard(s) learning loss. Transportation may be provided if needed and as budgeting allows. A list of available tutors to provide families for outside help may be created.
	Parent Communication	(see evidence cited in other sections as applicable)	Continue to utilize a variety of technology programs to support strong communication with parents/guardians to include one call/one text, social media, Dojo, Remind, Go Guardian etc.



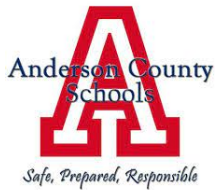
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Section 4:			
Narrative:			
<p>Section 4 of this ARP details how Anderson County Schools is responding to the academic, social, emotional, and mental health needs of all students and how we will ensure the selected interventions address the academic impact of lost instructional time. This section also addresses how Anderson County Schools conducted meaningful consultation with required stakeholders and utilized feedback when creating our district plan.</p>			
Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
<p>Mental Health Wellness & Social Emotional Learning</p>	<p>Trauma-Informed Schools</p>	<p>Courtney Wiest-Stevenson & Cindy Lee (2016) Trauma-Informed Schools, <i>Journal of Evidence-Informed Social Work</i>, 13:5, 498-503, DOI: 10.1080/23761407.2016.1166855</p> <p>Longhi, D. (2015). Higher resilience and school performance among students with disproportionately high adverse childhood experiences (ACEs) at Lincoln High, in Walla Walla, Washington, 2009 to 2013. Olympia, WA: Participatory Research Consulting, LLC. https://www.pacesconnection.com/file/Action/fcType/0/fcOid/466307103</p>	<p>Creating trauma-informed and trauma-sensitive schools has been an area of focus for Anderson County Schools for the last two school years. The district will utilize Trauma-Informed 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 Informed Teams will collaboratively study and research the following topics as it relates to student needs: a.) Understanding trauma, types of trauma and traumatic stress</p>



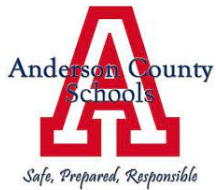
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		<p>279770868/filePointer/466307103281285022/fodoid/466307103281285018/LH%20report%20final%20%281%29.pdf</p> <p>Missouri Department of Health. (2019). <i>The Missouri Model: A developmental framework for trauma informed approaches</i>. MO Dept. of Mental Health and Partners. 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.</p>	<p>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> <p>School district psychologists 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.</p> <p>Each school counselor and Family Resource and Youth Services Center Coordinator will train in evidence-based interventions to directly impact students. ARP funds will be used to purchase Suite 360 program (Collection of web and mobile programs for social and emotional learning, character development, and intervention and restorative practices) and resources, professional books for employees to learn about trauma-sensitive schools and self-care. Stipends may be used as needed for participation to fund trauma teams to facilitate on-going book studies during the</p>
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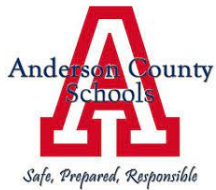
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		<p>https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf</p> <p><i>Trauma Sensitive Schools Training Package.</i> (2021). National Center on Safe and Supportive Learning Environments.</p> <p>https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</p>	<p>school year and during breaks. A Trauma-Informed leader will be determined and a stipend will be provided for their focused work with the Trauma-Informed team.</p>
	<p>Mental Health</p>	<p>Zenner, C., Herrleben-Kurz, S., & Walach, H. (2014). Mindfulness-based interventions in schools - a systematic review and meta-analysis. <i>Frontiers in Psychology</i>, 5.</p> <p>https://doi.org/10.3389/fpsyg.2014.00603</p> <p>Thompson, C. (2021). <i>The Impact of a Classroom Calm Down Corner in a Primary Classroom.</i> NWCommons.</p> <p>https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1304&context=education_masters</p>	<p>The district will utilize funds as needed and work with local health care providers to provide additional mental health therapists to work at the school and district level to support and provide direct therapy services to students and staff.</p> <p>A district Mental Health Task force has been created to respond to student needs and to normalize discussions regarding mental health needs as they arise as related to Covid-19.</p> <p>The Anderson County Schools Mental Health Task force will determine appropriate locations to set up calming areas accessible to all students as needed within the Trauma Sensitive Schools framework. Training will be provided on appropriate use of these</p>



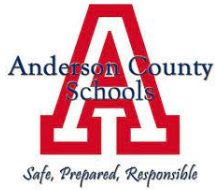
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			spaces and how to manage student expectations.
	School Resource Officers	James, R. K., Logan, J., & Davis, S. A. (2011). Including School Resource Officers in school-based crisis intervention: Strengthening student support. <i>School Psychology International</i> , 32(2), 210–224. https://doi.org/10.1177/0143034311400828	The district will provide an SRO to serve each school building in the district as recommended in KRS 158.4414-.4415 . The district Safety team will meet monthly. The District-wide Safety Director has and will continue to schedule meetings with the local, county and state law enforcement agencies to work on Handle With Care procedures and needs.
	Staff Wellness	Lever, N., Mathis, E., & Mayworm, A. (2015). School mental health is not just for students. Why teacher and school staff wellness matters. Report on Emotional and Behavioral Disorders in Youth, 17(1), 6–12. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/	The following plan implements evidence-based interventions to address the mental health needs of staff working in schools. The district will utilize funds to create opportunities for physical activity after school to provide access to counseling programs, health screenings, and create programs to incentivize healthy life choices.
	Feeding Program/Food Pantry /Self-Service Laundry	Snelling, A., Maroto, M., Jacknowitz, A., & Waxman, E. (2014) Key Factors for School-Based Food Pantries: Perspectives from Food Bank and School Pantry Personnel, <i>Journal of Hunger & Environmental Nutrition</i> , 9:3, 350-361, DOI: 10.1080/19320248.2014.929549	The district will utilize funds to support and expand the current feeding program. Funds will be used to pay additional staff for food delivery. A school bus has been transformed into a summer food STEM/food service bus to be utilized by district food service staff and teachers in order to support community/district events, encourage family



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			<p>engagement, and to provide food during tutoring times to address learning loss. Funds will also be utilized to start a food pantry at Anderson County High School. Funds will be allocated to start the food pantry that would service students in need on a regular schedule. A staff member will be paid a stipend to get the pantry started and a schedule set.</p> <p>A self-service laundry room will also be created in Anderson County High School. Students will have access to the washers and dryers as requested through the FRYSC office. Families that do not have students enrolled at the high school level will be eligible to request access to the self-service laundry room through each school's FRYSC office. Laundry supplies will be provided.</p> <p>School supplies will be provided for all students (Pre/K-12th grades).</p>
	<p>Social and Emotional Health Programs</p>	<p>https://pg.casel.org/review-programs/</p>	<p>See link for evidence-based CASEL database of SEL Programs www.casel.org</p> <p>The district will train all staff on Social-Emotional Competencies. Teachers and paraprofessionals in grades PreK-12 will</p>

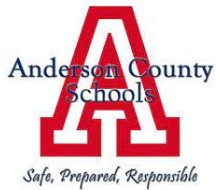


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			<p>be trained on the evidence-based social-emotional curriculum each school chooses to utilize and all students will receive social-emotional instruction. The district will also provide training on best practices as grade-level districtwide teams work to incorporate SEL into each content area to maximize student and teacher proficiency of social-emotional competencies. Suite 360 has been purchased as a district-wide curriculum and resources for the social-emotional learning curriculum of their choice. Student and parents/guardians resources are available with this program.</p> <p>Implementation of summer learning academies for social and emotional learning will also be used as evidence-based interventions.</p>
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Stakeholder Input:
Anderson County Schools recognizes the importance of stakeholder feedback and input as students, staff, administrators, families, community, and local businesses begin to recover from the COVID-19 pandemic. Prior to Anderson County Schools creating a recovery plan, stakeholder feedback was solicited in multiple ways. Stakeholder surveys were sent electronically to the following groups:

- a. students
- b. parents/guardians of students (including parents/guardians of exceptional students)
- c. community members



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- d. school and district staff

In addition, surveys and/or focus groups were utilized to receive input from the following groups:

- a. school-based decision making councils
- b. school and district administrators
- c. district Trauma and Special Education teams
- d. student focus groups
- e. local, county, and state law enforcement agencies
- f. Chamber of Commerce

A district committee for COVID-19 Recovery in consultation with local public health and the board attorney was utilized by Anderson County Schools to determine the most effective and efficient ways to utilize personnel, resources, and allocate funding. All data was analyzed and shared with the committee. Anderson County Schools continues to work closely with and serve on the Anderson County Covid-19 Task Force with public health and local leaders on community goals to prevent the spread of Covid-19 and other Health related and Safety goals.