

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

Section 1:
Narrative: <i>Pulaski County Schools</i> is committed to staff and student health and safety as we return to 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 take into consideration 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 and/or additional hours for on-going cleaning.
Improving ventilation systems or purchasing new ventilation systems
Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments
Additional staffing for full time substitutes in each building
Diagnostic and screening testing

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

Thermometers, staff to complete temperature checks 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
1:1 Technology devices
Signage and printed communication of health and safety protocols in multiple languages as needed
Purchase buses to provide additional social distancing

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

Section 2:

Narrative:
Section 2 of this American Rescue Plan is focused on how *Pulaski 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 *Pulaski 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/dddmg_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.
	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

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

			student progress and to inform teaching and learning, collaborative work leading to common formative assessments and analysis of those formative assessments.
--	--	--	---

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

	<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, Continuous Classroom Improvement, 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>
--	---	--	--

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<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>	
--	--	---	--

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<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>	
--	--	--	--

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

	<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 training on how to utilize the data system to inform instruction, operation of the data system, a data manager, and on-going training on the system and how to use it to make data informed decisions.</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 (socioeconomic, disability, minority) 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</p>

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<p>readiness for Culturally Responsive Teaching," <i>International Journal for the Scholarship of Teaching and Learning</i>: Vol. 15: No. 1, Article 10. https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&context=ij-sotl</p> <p>Piazza, S. V., Rao, S., & Protacio, M. S. (2015). Converging recommendations for culturally responsive literacy practices: Students with learning disabilities, English language learners, and socioculturally diverse learners. <i>International Journal of Multicultural Education</i>, 17(3), 1-20. https://eric.ed.gov/?id=EJ1104910</p> <p>Payne, R. K. (2019). <i>A framework for understanding poverty: A cognitive approach for educators, policymakers, employers, and service providers</i>. Aha! Process, Inc.</p>	<p>those identities bring to the classroom. Some implementation strategies include training for all teachers and staff on cultural competence and culturally responsive teaching, high quality instructional materials that are actively engaging, student centered, culturally inclusive, and high quality student materials such the purchasing of class sets of texts and educational materials that are inclusive of student cultures and languages.</p>
--	--	---	--

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

	<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, training on effective intervention strategies and effective ways to monitor progress. An MTSS district coordinator is also a possible implementation 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>
--	---	--	--

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<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>	
--	--	--	--

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<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 as well as time for teachers and staff to work collaboratively to develop expectations, interventions, and support.</p>

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<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>	<p>The purchase of resources for training 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> <p>Funds will be used to implement and expand tier-2 and tier-3 interventions. Funds will also be used to provide training to staff on new and innovative behavioral intervention supports.</p> <p>Behavioral interventions include but not limited to:</p> <ul style="list-style-type: none"> ● Ripple Effects ● Aggression Replacement Training ● multisensory boxes/classrooms ● intensive behavioral supports ● play therapy
--	--	---	--

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<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	<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>

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

			and secondary students, investment and training in implementing leveled texts, hiring of ELA interventionists, and the creation of school-wide reading programs including purchasing of books.
	Identifying Priority Standards	<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>	Identifying priority 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 priority standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but priority 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 time to complete this work and to collaborate on effective instructional strategies to teach standards.
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)	The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach mathematical concepts and problem

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<p>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>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. Hiring of math interventionists as well as training and the purchase of books and resources.</p>
	<p>Identifying Priority 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>Identifying priority 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 priority standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but priority 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 time to complete this work and to collaborate on effective instructional strategies to teach standards.</p>

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

Section 3:

Narrative:

Pulaski County Schools has accounted for all funds in other sections of this plan. Funds are allocated in the area of facilities in order to create calming areas/corners in schools, modify an existing facility for an Exceptional Learning Center, construct wellness centers and improve HVAC systems in all schools. Funds have also been allocated in the area of transportation in order to purchase additional district vehicles, including buses, to support mitigation strategies and support meal delivery as necessary to remote learners.

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

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 Pulaski 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 Pulaski 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. Training will be provided in the following areas:</p> <ul style="list-style-type: none"> a.) Understanding trauma, types of trauma and traumatic stress b.) Trauma and the brain c.) Trauma Teams roles and responsibilities (data tracking) d.) What is a Trauma Sensitive School e.) Handle with Care: Responding to Trauma Exposed Students <p>Training will be rolled out district wide in the annual district professional learning series, in staff meetings, and/or PLCs as each school determines.</p> <p>Funding will provide resources at the district level for a school social worker who will lead the district</p>

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<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>trauma team, track district and school level data, manage the district referral pathway, and make best practice recommendations for trauma interventions.</p> <p>Each school counselor, school social worker, and Family Resource and Youth Services Center Coordinator will be required to train in evidence-based interventions to directly impact students. ARP funds will be used to purchase trauma informed care resources for district employees in order to support schools in the implementation of trauma sensitive schools and self-care.</p>
--	--	--	---

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<p>https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</p>	
	<p>Exceptional Learning Center</p>	<p>Ambler, P. G., Eidels, A., & Gregory, C. (2015). <i>Anxiety and aggression in adolescents with autism spectrum disorders attending mainstream schools</i>. Research in Autism Spectrum Disorders, 18, 97–109.</p> <p>Blatchford, Peter, Bassett, Paul, Brown, Penelope.(Dec 2011). <i>Examining the effect of class size on classroom engagement and teacher-pupil interaction: differences in relation to pupil prior attainment and primary vs. secondary schools</i>. Learning and Instruction, v21 n6 p715-730.</p> <p>Norwich, Brahm. <i>What future for special schools and inclusion? Conceptual and professional perspectives</i>. British Journal of Special Education. Volume 35. Number 3. 2008.</p> <p>Improving College and Career Readiness for Students with Disabilities. (2013). American Institutes for Research. https://files.eric.ed.gov/fulltext/ED555694.pdf</p>	<p>The district will create an exceptional learning center that will provide tailored instruction, specialized support, smaller class sizes, and critical resources and services in flexible placements for students ages 11-21 with learning and emotional delays and challenges. It will also serve as a training and counseling resource for parents, based on consultations and feedback. Service providers and staff at the learning center will include special education teachers, mental health professionals, applied behavior analysts, guidance counselors, related service providers, administration and staff that will be trained in evidence-based interventions regarding behavior and instruction. The Center will provide an atmosphere that promotes independence, reclaiming lost academic and behavioral skills, while enabling students to become active members in their community. The Center will also provide evidence-based instruction designed to address students’ communication and social skills, academic</p>

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

			<p>abilities, and behavioral concerns in a school that is located within their own community.</p> <p>Funds will be utilized to renovate an existing district-owned building, to provide focused training and professional development for staff, to supply materials for classrooms. Funds will be used to address academic, mental health, and social-emotional needs, create sensory areas, and create a vocational classroom with a focus on self-help skills and activities of daily living, such as cooking, cleaning, and laundry.</p>
	<p>CBITS Cognitive Behavioral Intervention for Trauma in Schools</p>	<p>Ngo, V., Langley, A., Kataoka, S. H., Nadeem, E., Escudero, P., & Stein, B. D. (2008). Providing evidence-based practice to ethnically diverse youths: Examples from the cognitive behavioral intervention for trauma in schools (CBITS) program. <i>Journal of the American Academy of Child Adolescent Psychiatry</i>, 47(8), 858–862. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3695619/</p>	<p>The district will create a cohort of CBITS trainers made up of counselors, school social workers, and FRYSC coordinators. All members of the cohort will receive training either in-person or virtually in CBITS. In addition, funds will be used to cover the cost of the training and coaching.</p>
	<p>TARGET Trauma Affect Regulation: Guide for</p>	<p>Ford, J. D., & Russo, E. (2006). <i>Trauma-Focused, Present-Centered, Emotional Self-Regulation Approach to Integrated Treatment for Posttraumatic Stress and Addiction: Trauma Adaptive Recovery Group Education and Therapy</i></p>	<p>The district will create a cohort of TARGET trained mental health professionals, made up of counselors, school social workers, and state licensed therapists who will participate in training either in-person or virtual, and</p>

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

	Education and Therapy	(TARGET) . https://www.ctntraumatraining.org/uploads/4/6/2/3/46231093/target-am_j_psychotherapy.pdf	receive follow up coaching to implement TARGET as a direct service to students. Funds will be used to cover the cost of the training and coaching.
	ART Aggression Replacement Training	Goldstein, A. P., Glick, B., & Gibbs, J. C. (1998). <i>Aggression replacement training: A comprehensive intervention for aggressive youth</i> (Rev. ed.). Research Press.	The district will support a cohort of Aggression Replacement Trainers made up of mental health therapists, who hold a valid state licensure, and social workers employed by the district that will train and implement ART in the district as well as alternative schools. ARP funds will be used to cover the cost of the training and materials.
	TF-CBT Trauma Focused Cognitive Behavior Therapy	Cohen, J.A., Mannarino A.P., Berliner, L., & Deblinger, E. (2000). Trauma-Focused Cognitive Behavioral Therapy for Children and Adolescents: An Empirical Update. <i>Journal of Interpersonal Violence</i> . 2000;15(11):1202-1223. doi:10.1177/088626000015011007	The district will maintain a cohort of TF-CBT trainers made up of mental health therapists who hold a valid state licensure. All members of the cohort will receive training updates and coaching. ARP funds will be used to cover the cost of the training, coaching and materials.
	Calming 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.	The district will utilize funds to create calming/meditation areas in schools within the district. These locations will be accessible to all students as needed within a Trauma Sensitive Schools framework. Training and professional development will

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		https://doi.org/10.3389/fpsyg.2014.00603	be provided to administrators, teachers and paraprofessionals on appropriate use of these spaces and how to manage student expectations.
	Calm Corners	Thompson, C. (2021). <i>The Impact of a Classroom Calm Down Corner in a Primary Classroom</i> . NWCommons. https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1304&context=education_masters	The district will utilize funds to create calming boxes or corners in each classroom in the district that will be accessible to all students PreK-12. Training and professional development will be provided to administrators, teachers and paraprofessionals on appropriate use of these spaces and how to manage student expectations.
	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 district will utilize funds to build and support 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 with health and wellness centers, walking paths, provide access to counseling/therapy programs, health screenings, and create programs to incentivize healthy life choices. The wellness centers will also be made available to students.
	Feeding Program	Snelling, A., Maroto, M., Jacknowitz, A., & Waxman, E. (2014) Key Factors for School-Based Food Pantries:	The district will utilize funds to support the current feeding program. Funds will be used

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

		<p>Perspectives from Food Bank and School Pantry Personnel, Journal of Hunger & Environmental Nutrition, 9:3, 350-361, DOI: 10.1080/19320248.2014.929549</p>	<p>to expand program options and encourage student participation. Funds may also be used to pay additional staff for food delivery to students including at local community centers, churches, and community parks during breaks or virtual instruction days. The purchase of additional district vehicles including buses may be necessary to provide meal delivery services.</p> <p>Funds may be used to encourage family engagement and to provide food during tutoring times to address learning loss.</p>
	<p>Social Emotional Programming</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 be trained on the evidence-based social emotional curriculum each school chooses to utilize and all students receive social emotional instruction. 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</p>

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

			social emotional competencies. Each school will receive funds to purchase curriculum and resources for the social emotional learning curriculum of their choice.
<p>Stakeholder Input: Pulaski 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 Pulaski County Schools creating a recovery plan, stakeholder feedback was solicited in multiple ways. Stakeholder surveys were sent via email, text and posted to the website to the following groups:</p> <ul style="list-style-type: none"> a. students enrolled b. staff c. parents/guardians of students enrolled d. community members e. union members f. civil rights organization member g. minority or disadvantaged group member <p>In addition to surveys, the following groups were consulted by district and/or school administrators:</p> <ul style="list-style-type: none"> a. school based decision-making councils b. school and district administrators c. district Trauma & Resiliency Team d. parent advisory council e. grandparent support group f. community education committee g. local, county, and state law enforcement agencies 			

**Pulaski County Schools
American Rescue Plan
FY 2021-2022**

A committee for COVID-19 recovery was assembled by the Pulaski County Schools to analyze community input and the results of various stakeholder surveys to develop this American Rescue Plan. The committee identified the school district's areas of need and developed this plan based on the data.