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Section 1:
Narrative: Danville Independent Schools is committed to staff and student health and safety as we return to in-person learning. Currently, our first priority is the safety of our students, their families, and our employees. 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. **Items highlighted in yellow are only when prescribed by the local health department and agreed upon by DISD School Board.**
Prevention and Mitigation Strategies
Physical distancing
Handwashing and respiratory/cough etiquette
Cleaning and maintaining healthy facilities with additional hours for staff for on-going cleaning during the school day and disinfecting during non-instructional hours
Contact tracing in combination with isolation and quarantine, in collaboration with the Boyle County Health Department
Partnering with the Boyle County Health Department to encourage, promote, and support local vaccination clinics in an effort to provide vaccinations to educators, other staff, students, and families.
Appropriate accommodations for children with disabilities with respect to the health and safety policies

Prevention & Mitigation Strategies continued on the next page.

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1:1 Technology devices
Signage and printed communication of health and safety protocols
Non-essential visitors will be limited

Section 2:

Narrative:

Danville Independent School District will utilize funds to address the academic impact of lost instructional time through evidence-based interventions. The plans below detail the areas of focus Danville 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.	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 and refresher trainings on the PLC process, updated and use of a PLC template, and a book studies that will deepen the understanding of instruction and data based decision-making.

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		https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	
	Formative Assessment	Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 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. Formative assessment data will be used during PLCs. Some implementation strategies include the purchase of formative assessments (both standards and skills based screeners as well as survey-level assessments.

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	Student Engagement Strategies	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 Gould, E. (2012). Increasing student opportunities to respond. William & Mary School of Education. https://education.wm.edu/centers/ttac/resources/articles/teachtechnique/increasingstudentotr/index.php Haydon T., Macsuga-Gage A.S., Simonsen B., Hawkins R. Opportunities to respond: A key	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 choral responding, opportunities to respond, questioning strategies, wait time, guided notes, graphic organizers, use of visuals, student goal-setting all 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 professional learning.

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component of effective instruction. *Beyond Behavior*. 2012;22(1):23-31. doi:10.1177/107429561202200105

Macsuga-Gage A.S., Simonsen B., Briere D.E. Effective teaching practices: Effective teaching practices that promote a positive classroom environment. *Beyond Behavior*. 2012;22(1):14-22. doi:10.1177/107429561202200104

MacSuga-Gage, A. & Simonsen, B. (2015). Examining the effects of teacher directed opportunities to respond on student outcomes: A systematic review of the literature. *Education and Treatment of Children*, 38, 211-240. https://files.eric.ed.gov/fulltext/EJ1070193.pdf

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.

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		https://files.eric.ed.gov/fulltext/ED591076.pdf 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	

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Culturally Responsive Teaching	Byrd, C. M. (2016). Does Culturally Relevant teaching work? An examination from student perspectives. *SAGE Open, 6*(3), 1-10. https://journals.sagepub.com/doi/10.1177/2158244016660744 Gay, G. (2010). *Culturally Responsive Teaching : theory, research, and practice* (2nd ed.). Teachers College. Moore, A, L., Giles, R. M., & Vitulli, P. (2021) "Prepared to Respond? Investigating preservice teachers' perceptions of their readiness for Culturally Responsive Teaching," *International Journal for the Scholarship of Teaching and Learning*: Vol. 15: No. 1, Article 10. https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&context=ij-sotl 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.	Culturally Responsive Teaching will be used as an evidence-based intervention to narrow achievement gaps and to provide student-centered and authentic instruction that is inclusive, scaffolds student learning, and provides a challenging curriculum in a respectful climate. Culturally relevant teachers take personal responsibility for the success of all students and create connections between classroom content and students' background knowledge while taking into account students' cultural identities and the assets those identities bring to the classroom. Some implementation strategies include stipends to attend any necessary trainings on cultural competence and culturally responsive teaching, staff book studies about 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.

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	International Journal of Multicultural Education, 17(3), 1-20. https://eric.ed.gov/?id=EJ1104910	
Response to Instruction and Intervention (Aa Multi-Tiered Systems of Support)	Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., & Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. Exceptional Children, 83(3), 269–280. https://eric.ed.gov/?id=EJ1146326. 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.), Handbook of Response to Intervention: The science and practice of multi-tiered systems of support (2nd ed.) (pp. 719–732). New York, NY: Springer. Fixsen, D. L., Naoom, S. F., Blase, K. A., & Friedman, R. M. (2005). Implementation research: A synthesis of the literature. (FMHI Publication	Response to Instruction and Intervention (RTI)(multi-tiered system of support) will be used as an evidence-based framework to give universal, supplemental and targeted support to all students. The four components of RTI include universal screening, data-based decision making, multi-level prevention systems, and progress monitoring. All components make up an effective RTI framework which allows our district 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 RTI Framework for new staff (interventionists hired with ARP funds), hiring of ELA and math interventionists, and purchase of evidence-based programs and progress monitoring systems.

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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

Freeman, J., Sugai, G., Simonsen, B., & Everett, S. (2017). MTSS coaching: Bridging knowing to doing. Theory Into Practice, 56(1), 29–37. DOI: 10.1080/00405841.2016.1241946

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.), Handbook of Response to Intervention: The science and practice of multi-tiered systems of support (2nd ed.) (pp. 1–6). New York, NY: Springer.

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		McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS.* New York, NY: Guilford Press 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 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. 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, Preventing School Failure: Alternative Education for Children and Youth, 63:4, 308-316, DOI: 10.1080/1045988X.2019.1605971 Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and	

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		school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality*, *17*(4), 223-237. DOI: 10.1080/09362830903235375 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	
	Positive Behavioral Interventions and Supports	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.	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 new teachers and staff, purchase of interventions, and support materials.

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		Journal of Positive Behavior Interventions, *18*(1), 41-51. DOI:10.1177/1098300715580992 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. 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 Scott, T.M., Gage, N. An Examination of the Association Between Teacher's Instructional Practices and School-Wide Disciplinary and Academic Outcomes. *Educ. Treat. Child.* 43, 223–235 (2020). DOI: 10.1080/1045988X.2019.1605971	

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		Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management.* Guilford Press. Sugai, G., Horner, R. H. (2015). *School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance.* Behavior Analysis Practice. Feb2015. DOI: 10.1007/s40617-015-0045-4. 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 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/li	

		st/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf 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. *Journal of Emotional and Behavioral Disorders, 4*, 193-256. https://doi.org/10.1177/106342669600400401	
	Teaching Essential Skills	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/pr	Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. All required standards will be taught but essential standards will receive the most focus. Implementation strategies include training new staff on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and materials to focus on the essential skills and standards.

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		acticeguide/wwc_found_reading_su mmary_051517.pdf 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/Pr acticeGuide/readingcomp_pg_09281 0.pdf	

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Section 3:
Narrative:
Danville Independent Schools will spend largest portion of ARP ESSER III funds on personnel for interventionists to address the lost instructional time in academic classes through evidence-based interventions. Other funds will be spent on the following:
Updated control units for the HVAC systems at Bate Middle School and Danville High School to improve ventilation.
Purchasing school supplies for students to help alleviate any hardships brought on by COVID

Purchasing two buses with heating and cooling ventilation to mitigate COVID while transporting students

Providing summer learning programs and opportunities for students

Sound amplification systems for classrooms at Bate Middle School and Danville High School to alleviate any barriers to learning

Section 4:			
Narrative: Danville Independent School District will utilize funds to address how we are responding to the social emotional and mental health needs of all students.			
Area of Focus	**Evidence-Based Intervention**	**Research**	**Implementation Rationale**
Mental Health Wellness & Social Emotional Learning	Trauma Informed Schools	Courtney Wiest-Stevenson & Cindy Lee (2016) Trauma-Informed Schools, *Journal of Evidence-Informed Social Work*, 13:5, 498-503, DOI: 10.1080/23761407.2016.1166855 Longhi, D. (2015). Higher resilience and school performance among students with disproportionately high adverse childhood experiences (ACEs) at	Creating and expanding trauma informed and trauma sensitive schools will be an area of focus for Danville Independent 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. Members of the Trauma Teams will be paid a stipend to attend any necessary trainings. Funds will be allocated to purchase books and materials focused on trauma and

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		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 Missouri Department of Health. (2019). *The Missouri Model: A developmental framework for trauma informed approaches.* MO Dept. of Mental Health and Partners. https://dmh.mo.gov/media/pdf/missouri-model-developmental-framework-trauma-informed-approaches 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. *Professional Psychology: Research and Practice, 39*(4), 389–395. https://doi.org/10.1037/a0012551 Substance abuse and mental health services administration. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed*	SEL to be used during group/individual sessions with students. Each school counselor, the School Wellness Counselor, and Family Resource and Youth Services Center Coordinator will receive a stipend for time required to train in evidence-based interventions to directly impact students. ARP funds will be used to purchase a series of professional books for all district employees in order to participate in book studies around trauma sensitive schools and self-care. Stipends will be used to encourage teacher and paraprofessional participation as well as fund trauma teams to facilitate on-going book studies during the school year and during breaks.

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		Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf *Trauma Sensitive Schools Training Package.* (2021). National Center on Safe and Supportive Learning Environments. https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package	
	Mental Health Therapists & Psychiatrist		The district will utilize funds to contract with additional mental health therapists to work at the school and district level to support and provide direct therapy services to students and staff. The district will also utilize funds to contract with a local child psychiatrist to provide a higher level of care for students with the highest level of needs. The District School Wellness Counselor will receive a stipend and additional days to serve as the coordinator of these additional services for students.
	Calming Areas	Zenner, C., Herrnleben-Kurz, S., & Walach, H. (2014). Mindfulness-based interventions in schools - a systematic review and meta-analysis. *Frontiers in Psychology, 5.*	The district will utilize funds to create and expand existing calming areas in the counseling center in each school that will be accessible to all students PreK-12.

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		https://doi.org/10.3389/fpsyg.2014.00603	

Stakeholder Input:

Danville Independent School District recognizes the importance of stakeholder feedback and input as students, teachers, administrators, families, the community, and local businesses begin to recover from the COVID-19 pandemic. Prior to Danville Schools creating a recovery plan, stakeholder feedback was solicited in multiple ways.

Stakeholder surveys were sent via email and social media posts to the following groups:
- students enrolled
- parents/guardians of students enrolled
- parents/guardians of students with disabilities
- community members
- staff
- community newsletter

In addition to surveys, feedback was sought from the following groups and facilitated by two district employees, administrators, and at least one member of the local Board of Education:

In addition to surveys, feedback was sought through:
- The public at school board meetings on 6/22/21 and 7/12/22 (multiple members of Kiwanis and Rotary were present at these meetings). Rotary and Kiwanis are the districts two primary civics organizations.
- School and district administrators and certified staff
- Boyle County Health Department
- Danville Schools Wellness Cadre (includes mental health specialists from the community)
- August 6, 2021 meeting with the Danville Education Association

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