PARIS INDEPENDENT SCHOOLS
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Section 1:

Narrative

Paris Independent Schools is committed to staff, student health, and safety as we return to in-person and hybrid learning post-pandemic. To continue to mitigate the effects and reduce the spread of COVID-19, we will utilize funds to implement the practices and protocols listed below. Furthermore, we will continually monitor and evaluate the effectiveness of each of these practices, and we will adjust as needed to follow any updated guidance in accordance with the Centers for Disease Control, the Kentucky Cabinet for Health and Family Services, and the Kentucky Department of Education and local Health Department.

Prevention and Mitigation Strategies
Healthy at School Guidance for Paris Independent In-Person Learning Fall 2021

The return to in-person instruction for K-12 students is a priority at Paris Independent. This document aims to provide information on prevention strategies that help protect students, teachers, and staff and slow the spread of COVID-19 in K-12 schools based on updated CDC guidelines (7/9/2021). This guidance emphasizes the implementation of layered prevention strategies to protect individuals who are not fully vaccinated and appropriate, layered prevention strategies to return to in-person learning when school begins on August 11, 2021. A School Resource officer will assist with ensuring a safe learning environment for students and implementing COVID protocols.

Prevention Strategies

SARS-CoV-2 transmission in K-12 schools is largely influenced by disease incidence in the community and evidence from the 2020-2021 school year suggests K-12 schools can safely open for in-person instruction when layered prevention strategies are implemented collaboratively by local public health officials and school administrators. Factors to be considered include:
- Level of community transmission of COVID-19 and occurrence of outbreaks in the school or community.
- COVID-19 vaccination coverage in the community and among students, teachers, and staff.

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The recommended layered prevention strategies include:

1. **Promote and offer vaccination** to help increase the proportion of students (12 years of age or older), teachers, staff, and family members who are vaccinated.

2. **Recommend masks for unvaccinated persons while indoors** in all classroom and non-classroom settings, unless otherwise exempted (e.g., cannot wear a mask due to disability).
   a. **Require masks on** buses operated by public school systems, for all persons two years of age or older unless otherwise exempted.·
   b. **In general, people do not need to wear masks when outdoors**, though mask use may be considered in outdoor settings that involve sustained close contact with other people who are not fully vaccinated.
   c. **Consider the universal use of masks for all persons in the setting based on these factors**:
      i. [Increasing or high COVID-19 transmission within the surrounding community](#) or school
      ii. Awareness of low [vaccination uptake within the community](#) and/or school setting

3. **Physical distancing of at least 3 feet is recommended** between K-12 students in classrooms where not everyone is fully vaccinated to the greatest extent practicable. Students will not be excluded from in-person learning to keep a minimum distance requirement. **Physical distancing of at least 6 feet is recommended between students and teachers/staff, and between unvaccinated teachers/staff.**

4. **Teach and reinforce handwashing** with soap and water for 20 seconds or use of hand sanitizer containing at least 60% alcohol. Ensure adequate supplies and opportunities for hand hygiene.

5. **Ensure sick students, teachers, or staff stay home** if they are having fever and/or symptoms of COVID-19, including:
   a. Fever or feeling feverish (e.g., chills, sweating)
   b. New cough o Difficulty breathing
   c. Sore throat o Muscle aches or body aches
   d. Vomiting or diarrhea
   e. New loss of taste or smell

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6. **Ensure persons who test positive for COVID-19 self-isolate** away from school for 10 days after the start of their illness (or testing date) or otherwise follow the direction of the local public health department about when it is safe for them to be around others.

7. **Direct sick persons to a health care provider to be tested** and instructed to isolate at home until they receive their test results. Sick students, teachers, or staff who are not tested for COVID-19 may return when their symptoms resolve. Consider implementing a program to offer on-site rapid COVID-19 testing for sick students, teachers, or staff.

8. **Quarantine and contact tracing: Schools will work with the local health department to facilitate case investigation and contact tracing** to identify individuals who have had close contact with a person diagnosed with COVID-19. A close contact is someone who was within 6 feet of an infected person for a cumulative total of 15 minutes while the person was considered contagious.
   a. **Exception**: In the K-12 indoor classroom setting, the close contact definition excludes students who were at least >3 feet away from an infected student if both students were engaged in the consistent and correct use of masks and other K-12 prevention strategies were in place. This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.
   b. **Unvaccinated students, teachers, or staff who are identified as close contacts should be instructed to self-quarantine** regardless of whether the exposure occurred within or outside of the school setting. Quarantine may be discontinued when the local public health department determines the individual is safe to be around others or:
      i.   After day 7 if the individual is symptom-free and receives a negative COVID-19 test 5 days or later after the last date of exposure to the case.
      ii. After day 10 without testing the individual is symptom-free.
   c. **Fully vaccinated* persons do not need to quarantine** following exposure to a person diagnosed with COVID-19 if he/she is not experiencing symptoms.

9. **Cleaning and disinfection** to the greatest extent possible. In general, cleaning once a day is enough to sufficiently remove potential viruses that may be on surfaces.

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10. **Additional Precautions**

   a. At the principal's discretion, nonessential visitors, volunteers, and activities with people who are not fully vaccinated are limited, particularly when there is moderate-to-high COVID-19 transmission in the community.
   b.   Layered prevention strategies for school-sponsored sports and extracurricular activities will be implemented and continued from the 2020-21 school year based on guidance from the KHSAA. Fully vaccinated persons do not need to wear a mask or physically distance themselves. Students who are not fully vaccinated and participate in indoor sports or other indoor higher-risk activities are recommended to continue wearing masks and keeping physical distance as much as possible.
   c. Levels of community transmission may be used as a factor for determining the implementation of layered prevention strategies. Community transmission is defined as total new cases per 100,000 persons in the past 7 days (low, 0-9; moderate 10-49; substantial, 50-99, high, ≥100) and the percentage of positive tests in the past 7 days (low, <5%; moderate, 5-7.9%; substantial, 8-9.9%; high, ≥10%).

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Section 2:
Narrative:
Paris Independent 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 Paris Independent Schools will intentionally address to mitigate the impact of lost instructional time, the evidence-based interventions we will utilize to do so, the research citations and links for those evidence-based interventions, as well as a rationale explaining how our district will implement each evidence-based intervention.

Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
Instruction	Professional Learning Communities	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision-making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	PLCs will be used as an evidence-based intervention that ensures a focus on student learning and building a collaborative culture that is results-driven. This practice will promote equity for students. Analysis of classroom-level data will drive teacher reflection on their instructional practices. Some implementation strategies include initial training on the PLC process, book studies that deepen understanding of PLCs, teacher stipends for PLC participation after school, and teacher stipends for district-level PLC leads/instructional coaches.
	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 ongoing information regarding student progress toward a measurable academic goal. Some implementation strategies

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
			include ongoing training on strategies to use before, during, and after a lesson that provides information on student progress and informs teaching and learning, teacher stipends for collaborative work leading to common formative assessments, and analysis of those formative assessments.
	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. (2011). Doing one thing (DOT) to increase student engagement: Increasing student opportunities to respond. Link Lines, Feb.-March. https://education.wm.edu/centers/ttac/resources/articles/challengebehav/stepupstudentengagement/index.php Haydon T., Macsuga-Gage A.S., Simonsen B., Hawkins R. Opportunities to respond: A key component of effective instruction. Beyond Behavior. 2012;22(1):23-31. doi:10.1177/107429561202200105	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 goalsetting, etc. increase student investment in their learning and are linked to greater student achievement. Some implementation strategies include training for teachers on multiple engagement strategies, follow-up training on how these strategies are being implemented, materials and technology to implement engagement strategies, and stipends for teachers related to this professional learning.

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
		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.p df 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/pu blications/A%20Tricky%20Balance_031319.p df 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.p df 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	

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
		youth, 58:4, 193 - 200, https://doi.org/10.1080/1045988X.2013.787 58 Simonsen, B., & Myers, D. (2015). Classwide positive behavior interventions and supports: A guide to proactive classroom management. Guilford Press. Whitney, T., Cooper, J. T., & Lingo, A. S. (2017) Increasing Student Engagement Through Opportunities to Respond. Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children: Vol. 3: Iss. 2, Article 3. https://digitalcommons.wku.edu/cgi/viewco ntent.cgi?article=1018&context=ktej	
	Data Systems	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/PracticeG uide/dddm_pg_092909.pdf 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	Data systems will be used as an evidence-based intervention to gather and report data and to use data-based decision-making to generate a strategic action plan that addresses learning loss. The data system provides the framework upon which data teams look for patterns and make observations about the data. The analysis of academic and behavioral data informs instructional practices and provides a data team with insight into what strategies (both behavioral and instructional) are working well and which need to be reconsidered. Some implementation strategies include stipends for teacher training on how to utilize the data system to

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
		Educational Laboratory Pacific. https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf	inform instruction, the purchase of the data system, the possible hire of a data manager, and stipends for ongoing training on the system and how to use it to make data-informed decisions.
	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://doi.org/10.20429/ijsotl.2021.150110 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. International Journal of Multicultural Education, 17(3), 1-20. https://eric.ed.gov/?id=EJ1104910	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 for the training of all teachers and staff 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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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
	Multi-Tiered System of Supports	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 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	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 on time to support students' learning loss. Some implementation strategies include training on the MTSS Framework, stipends for staff to attend training on effective intervention strategies, and effective ways to monitor progress. An MTSS district and/or school coordinator is also a possible intervention strategy as well as the purchase of evidence-based programs for intervention, a universal screener, and a progress monitoring system. Additionally, data platforms may be used to help districts and schools effectively analyze data and make data-based decisions.

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
		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. 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 schoolwide positive behavior support Integration of multi-tiered system approaches. Exceptionality, 17(4), 223-237.	

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
		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. 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/pbisimplementation-blueprint Scott, T.M., Gage, N. An Examination of the	PBIS will be used as an evidence-based intervention to develop school-wide expectations, targeted interventions and supports, and data-driven decision-making to improve student behavior and student outcomes. Some implementation strategies include training for teachers and staff as well as stipends for teachers and staff to work collaboratively to develop expectations, interventions, and support. The purchase of books for a book study and teacher stipends to participate, as well as funding for PBIS coach(es) at the district or building level, are also possible implementation strategies. The use of funds to secure a data collection system is also a possible implementation strategy.

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
		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 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/list/ocr/docs/crdc-college-and-career-readinesssnapshot.pdf Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J.	

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
		(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/10.1177/1063426696004004 01	
ELA	High-Quality Instruction and Materials	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for 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	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 and secondary students, investment and training in implementing leveled texts, hiring of ELA interventionists, and the creation of school-wide read programs including purchasing of books, payment for author visits, teacher stipends for creating programming and book studies.
	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	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

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		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 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	taught but essential standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards.
Math	High-Quality Instruction and Materials	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf	The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach mathematical concepts and problem-solving, to use visual representations and models of mathematical ideas during explicit instruction, and to increase fluency in basic facts. Some implementation strategies include training on mathematical practices, training on how to use manipulative materials to foster conceptual understanding, and training on the use of number talks to increase fluency and number sense. Providing teacher stipends for this training as well as the purchase of books and resources are possible implementation strategies.

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
	Prioritizing Essential Standards	National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics (June 2020). Moving Forward: Mathematics Learning in the Era of COVID-19. https://www.mathedleadership.org/mathematics-learning-in-the-era-of-covid-19/	Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited, and taught to mastery. All required standards will be taught but essential standards will receive the most focus. Implementation strategies include training on the standards, time for teachers to collaborate before each instructional unit to revise the pacing as needed, and teacher stipends to complete this work and to collaborate on effective instructional strategies to teach standards.

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Section 3:
Narrative: In accordance with the guidelines from the Federal Government on the use of ARP ESSER funds, Paris Independent is using the funds to implement prevention and mitigation strategies consistent with the Center for Disease Control and Prevention guidance on reopening schools; specifically... ● Coordination of preparedness and response efforts of Paris Independent Schools with state and local public health departments and other relevant agencies to improve coordinated responses to prevent, prepare for, and respond to coronavirus. ● Providing principals and other school leaders with the resources necessary to address the needs of their schools ● Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population ● Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies ● Training and professional development for Paris staff on sanitation and minimizing the spread of infectious diseases ● Purchasing supplies to sanitize and clean the facilities at Paris schools, including buildings on Paris schools' campuses ● Providing mental health services and supports district-wide PK-12 ● Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to guide for carrying out requirements under the Individuals with Disabilities Education Act, and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements

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Paris Independent Schools will use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by Paris Independent Schools that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment
- Providing mental health services and supports
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care
- Other activities that are necessary to maintain the operation of and continuity of services in the district and continue to employ existing staff at Paris Independent Schools, including additional staffing at Paris Elementary, Paris Middle, and Paris High, along with District Instructional Specialists and Mental Health Specialists
- Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to guide for carrying out requirements under the Individuals with Disabilities Education Act, and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements

Coordination of preparedness and response efforts of Paris schools with state and local public health departments and other relevant agencies to improve coordinated responses to prevent, prepare for, and respond to coronavirus.	Coordination of efforts Bourbon County Health Department Health Clinic Paris Elementary School Team Kentucky & CDC Guidance Ridge & UK Mental Health Team
Providing principals and other school leaders with the resources necessary to address the needs of their individual schools	Providing leaders with resources for schools Outdoor Classroom Mobile Classroom Handicapped Accessible playground Greenhouse at PHS Health Science upgrade of equipment Culinary Restaurant

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Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population	Activities to address special needs populations Salary & Cost of Partnership w/YMCA Preschool Summer Program Trauma Informed Care Hound Town After School Program Dual-Credit
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies	Procedures/processes to improve preparedness and response Safe Schools & Trauma Informed Care Training
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	Training staff on sanitation/infectious disease spread
Purchasing supplies to sanitize and clean the facilities at Paris schools, including buildings operated by Paris schools	Supplies to sanitize/clean facilities PPE
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements	Planning/coordinating long-term closures Greyhound Virtual Academy Teacher(s) Technology Hotspots
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment	Purchasing educational technology Replace Chromebook inventory 350 - FY2022 + 350 - FY2023 Teachers' desktops Teachers' Chromebooks Middle School Clear Touch Screens Technology infrastructure Build Tech capacity w/Tech coaches & Digital Learning Coach Model
Providing mental health services and supports	Mental health services and supports Staff 2-3 LCSW for PK - 12
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students,	Summer/ supplemental afterschool programs Paris Summer Academies ESS Tutoring

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students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care	Supplement Hound Town staff w/ salaries for 2 teachers shared with Paris Elementary
Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency	Maintain/continuity of services, continued staff employment New bus (2) Diesel Fuel Food Service Deficit
Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by- (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.	Addressing learning loss w/additional staff to lower class sizes and provide MTSS support PES - 4 Classroom Teachers 1 Preschool Teacher 1 Discretionary Teacher (STEAM) 6 Instructional Assistants 1 Dean of Students/S.A.M. Behavior PMS: 1 math/science Teacher 1 - Related Arts -Performing Arts 1 SAFE Teacher 2 - Core Teachers 1 - Instructional Assistant PHS: 1 Related Arts/Technology 1 SPED Teacher 1 S.A.M. District: Math Interventionist (high school allocation) Instructional Specialist 4 - 8 (Summit) Instructional Specialist 9 - 12 Greyhound Academy Virtual School staffing ELEOT instrument from Cognia - Observation Tool using tablets
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	School facility repairs/improvements to reduce transmission HVAC repairs Furniture Desks Flooring

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	PES LED sign Landscaping Repairs & Maintenance
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	Improve indoor air quality

The Paris Independent Schools District will spend the remainder of its funds on OTHER AUTHORIZED ACTIVITIES related to federal education acts that provide relief to the general fund, including school facility improvements to reduce transmission and HVAC repairs and improvements along with facilities upgrades like flooring, desks, landscaping, etc.

- Any other activity authorized by the ESEA of 1965, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act, the Carl D. Perkins Career and Technical Education Act of 2006, or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act

Use of Funds Description	Budget Tag	Options to consider

Any other activity authorized by the ESEA of 1965, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act, the Carl D. Perkins Career and Technical Education Act of 2006, or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act	Other authorized activities related to federal education acts	**0260 - Workmen's Comp**
		0524 - Fleet Insurance
		0522 - Property Insurance
		0525 - Gen. Liability Ins.
		0526 - Legal Liability
		0529 - other Insurance
		0515 - Contracted Bus Maintenance
		0342 - Auditing Services
		0627 - Diesel Fuel
		0449 - Other Rentals
		    Custodians Uniforms
		0569 - Tuition Other
		    Dual Credit
		0650 - Tech Supplies
		0434 - Building Repairs &
		    Maintenance
		0444 - Copier Rental

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PARIS INDEPENDENT PROGRESS MONITORING 2021-2022 will ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional, and mental health needs of all students by monitoring progress with data-driven decision-making in collaboration with school and district-level leadership teams.

DATA: A quality assessment system will reflect how teachers are monitoring student achievement and differentiating instruction to personalize learning for every student.

Include diagnostic assessment & personalized learning performance assessment.
- Data Points: KPREP Reading & Math & ACT Trend Data
- iReady Reading and Math K-8 and CERT 9 & 10
- Summit Learning Dashboard Grades 4 - 12
- Structured Literacy & Eureka Math PK - 3
- **Performance-Based Assessment** embedded in Project-Based Learning **(PBL) - All grades will have a fall and spring Exhibition of Learning**
- **GRADUATE PROFILE: Students in grades 1, 3, & 5; 8, 10 & 12** will share/defend their learning and readiness for the next steps in a Performance-Based Assessment

District Progress Monitoring Meetings to Review & Analyze Data 9 am-3 pm ~ Dates TBD
- **Progress Monitoring Fall 2021 - TBD**
  - **iReady initial diagnostic assessment**
  - **KPREP 2021 Data Released - August 2021**
- **Progress Monitoring Winter 2021 TBD**
- **Progress Monitoring Spring 2022 TBD**
- **Monitor Academic Success** – monthly data meetings with principals & instructional leaders to examine Summit platform data & Primary data and create an action plan
  - Understand where learners are in their learning at a designated point.
  - Share the process for gathering data and making inferences about learning.
  - Determine causes for celebration.
  - Determine areas of improvement – include MTSS Plans for individual students
  - Monitor Pacing Calendars P-12 - Curriculum aligned to Kentucky Academic Standards

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Section 4:

Narrative
Section 4 of this ARP details how Paris Independent Schools 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 Paris Independent 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	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 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.	Creating trauma-informed and trauma-sensitive schools will be an area of focus for Paris 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 create in-person and virtual on-demand modules in the following areas: 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

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
		https://dmh.mo.gov/media/pdf/missouri-model-developmental-frameworktrauma-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 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-trainingpackage	Training modules will be rolled out district-wide in the annual district professional learning series, in staff meetings, and/or PLCs as each school determines. Funding will provide additional staffing at the district level for a school social worker who 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. Each school counselor, school social worker, 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 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 ongoing book studies during the school year and breaks.
	Mental Health Therapists & Licensure		The district will utilize funds to hire additional mental health therapists to work at the school and district levels to support and provide direct therapy services to students and staff. In addition, funds will be

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
			utilized to pay for supervision hours of district employees to obtain licensure status as an LCSW, LPCA, LPCC, or LPCC-S.
	Calm Corners	Thompson, C. (2021). The Impact of a Classroom Calm Down Corner in a Primary Classroom. 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 the 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 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 with a walking path, provide access to counseling programs, and health screenings, and create programs to incentivize healthy life choices.
	Feeding Program/Food pantry	Snelling, A., Maroto, M., Jacknowitz, A., & Waxman, E. (2014) Key Factors for School-Based Food Pantries: Perspectives from Food Bank and School Pantry Personnel, Journal of Hunger & Environmental Nutrition, 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 in local community centers, churches, and community parks during mandated virtual learning only without an in-person option
	Social Emotional	https://pg.casel.org/review-programs/	See the link for the evidence-based CASEL

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Area of Focus	Evidence-Based Intervention	Research	Implementation Rationale
	Programming		database of SEL Programs www.casel.org 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 it will be a non-negotiable that all students receive a minimum of 15 minutes per day of 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 in social-emotional competencies. District-wide work groups will receive a stipend for their work and each school will receive funds to purchase curriculum and resources for the social-emotional learning curriculum they choose.

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Stakeholder Input:

Paris Independent 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. Before Paris Independent Schools created a recovery plan, stakeholder feedback was solicited in multiple ways. A stakeholder survey was sent via email and School Messenger, along with using multiple social media venues and a **Paris Independent Schools Community Forum** to the following groups:

a. Paris Schools teachers and staff
b. students enrolled
c. parents/guardians of students enrolled
d. parents/guardians of students with disabilities
e. Chamber of Commerce business members
f. Paris Community at Large

In addition to surveys, focus groups were held with the following groups and facilitated by the superintendent, district employees, administrators, and at least one member of the local Board of Education:

a. school and district administrators
b. district Trauma & Resiliency Team
c. Paris-Bourbon Chamber of Commerce
d. Paris-Bourbon Economic Development Association
e. Paris-Bourbon Fiscal Court
f. Paris-Bourbon Kiwanis Club
g. Paris-Bourbon Rotary Club
h. Paris-Bourbon County Community Forum
i. parent & student advisories

A committee for COVID-19 Recovery was put together by the Paris Independent Schools, the local Health Department, and the local

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city government in a collaborative effort to determine the most effective and efficient ways to utilize personnel, and resources, and allocate funding. All data was analyzed and shared with the committee at District Leadership meetings. Paris Independent Schools created a sub-committee to develop this American Rescue Plan. The sub-committee met on a bi-weekly basis to analyze community strategic plan data and to determine the school district's areas of need based on survey data and focus groups that are addressed in this plan. KSBA policy services were used to ensure compliance with state and federal guidelines.

Survey: Paris Families, please take a moment to complete the survey linked below.

In March 2021, the American Rescue Plan (ARP) Act was signed into law, dedicating funds for K-12 schools through the Elementary and Secondary School Education Relief (ESSER) funds. As a result, Paris Independent is eligible to receive federal funds through the ARP ESSER III program. The purpose of these funds is to help Paris Schools sustain a safe and effective operation of our schools and to address the impact of COVID-19 on our students. Additionally, at least 20% of the funds received must be used to address mental health, learning loss, and students' well-being.

Paris Independent Schools is seeking feedback from the stakeholders to address these items and help develop our plan related to the ARP ESSER III funds. Please take a moment to complete the brief survey. Paris Independent Schools value your input and thank you for your participation in the survey.

Fill out the survey [HERE](#).

Survey Results: I would like to see the Paris Independent School District Plan to include the following area(s). *Please select 3 of most importance *

Top 3 areas selected:
- #1 - Student social/emotional/mental well-being
- #2 - Additional staff to provide support for academic learning loss/ Additional instructional time for students
- #3 - Improvement to facilities to improve safety, such as heating/cooling system, ventilation, or other areas/ Continued emphasis on technology equipment and access