

***Mercer County Senior High School  
School Based Decision Making Council  
Meeting Agenda***

**August 16, 2021  
4:00 pm**

**Members:**

*Spencer Tatum*, Principal & Chair  
*Ekambaram Elumalai*, Teacher Representative  
*Kendra Rowland*, Teacher Representative  
*Christina Emmanuel*, Teacher Representative  
*Jo Luthe*, Parent Representative  
*Julie Peavler*, Parent Representative  
*Mike Floro*, Council Secretary

**Opening Business**

- Welcome
- Agenda Approval
- July Minutes
- Good News Report

**Behavior/PBIS Report**

**Academic Progress Check**

**Budget Report**

**New Business**

- School opening update
- KASC delegate
- Local Planning Committee appointments
- Mercer County American Rescue Plan
- Program Appraisal Policy (2nd Reading)
- Technology Use Policy (2nd Reading)
- Upcoming dates/events

**Public Comment**

**Set time & date for next meeting**

**Adjourn**

***Mercer County Senior High  
SBDM Council  
Regular Monthly Meeting  
July 19th, 2021 – Draft Minutes***

The meeting was called to order by Mr. Tatum at 9:01 a.m. in the media center. The following members of the council were in attendance:

|  |   |
|--|---|
| <b>Present :</b><br>Spencer Tatum, Principal<br>Kendra Rowland, Teacher Rep<br>Jo Luthe, Parent Rep<br>Julie Peavler, Parent Rep<br>Mike Floro, SBDM Secretary | <b>Absent:</b><br>Ekambaram Elumalai, Teacher Rep |
|--|---|

**Agenda Approval**

*Motion to accept:* K. Rowland, second by Luthe  
Motion was approved by consensus.

**Minutes Approval**

June minutes were reviewed by the council.  
*Motion to accept:* K. Rowland, second by Peavler  
Motion was approved by consensus.

**Good News Report**

- Jacey Catlett signed to become a cheerleader at the University of Kentucky.
- Stevie Sheperd signed to play softball at Pasco-Hernando State College in Florida.
- Fall sports have started with workouts and pre-season practices.
- Band camp is underway in preparation for the 2021 marching band season.
- Titan Academy will run from July 19-July 28th.

**Monthly Reports**

*Behavior:* None reported

*Academic:*

- Titan Academy has 135 total students enrolled in it with various students coming to different sessions throughout the 8 day window.
- There are 102 freshmen registered to attend the Freshman orientation on 7/27/21.

*Budget:* The 2020-21 Section 6 funds show approximately \$132,462.25 remaining. The district activity accounts show \$412,740.20 remaining. The student activity accounts show \$29,801.13 remaining.

## **Old Business**

None

## **New Business**

- Kendra Rowland was chosen as the Vice-Chair of the SBDM Council.  
*Motion to accept:* Luthe, second by Peavler.
- An update on the job postings was given. There is still an open position for Engineering, the English I job was filled by Josh Hamlin, Sarah Long was hired as a Social Worker, and Katie Gilley was transferred to the HS as a school psychologist.
- As of this meeting, the 2021-22 school year is planned to open as a normal school year (COVID).
- Required Open Records Forms and other documents were given to SBDM members to fill out, sign, and turn back in.
- There will be a special called meeting on Tuesday 7/26 @ noon to have a 2nd reading of the 2021-22 Student Handbook.

### *Student Handbook (1st Reading)*

- A section was added to include the district having a full time nurse practitioner in the district.  
*Motion to accept:* Luthe, second by Peavler.

### *Advanced Placement/Dual Credit Courses (2nd Reading)*

- No changes  
*Motion to accept:* K. Rowland, second by Peavler

### *Principal Selection Policy (2nd Reading)*

- No changes  
*Motion to accept:* Luthe, second by Peavler

### *Program Appraisal Policy (1st Reading):*

- No changes  
*Motion to accept:* K. Rowland, second by Peavler

### *Technology Use Policy (1st Reading):*

- No changes  
*Motion to accept:* K. Rowland, second by Luthe

### *Upcoming dates/events:*

|                |                      |
|----------------|----------------------|
| June 21        | SBDM 9 00am          |
| June 25-July 9 | KHSAA Dead Period    |
| July 15        | Board meeting 5 30pm |
| July 19-28     | Titan Academy        |
| August 9       | Opening Day          |
| August 11      | 1st Day of School    |

The list was reviewed and Mr. Tatum will continue to share dates with the staff weekly.

## **Public Comments**

None

The next regular monthly meeting will be August 16th at 4:00 p.m and July 27th at noon for a special called meeting. The SBDM council was adjourned at 9:37 a.m. The motion was made by Luthe and seconded by K. Rowland. Motion was approved by consensus.

*Submitted by Mike Floro, recording secretary*

***Mercer County Senior High  
SBDM Council  
Special Called Meeting  
July 22nd, 2021 – Draft Minutes***

The meeting was called to order by Mr. Tatum at 12:00 p.m. in office 106. The following members of the council were in attendance:

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|--|---|
| <b>Present :</b><br>Spencer Tatum, Principal & Chair<br>Kendra Rowland, Teacher Rep & Co-Chair<br>Jo Luthe, Parent Rep<br>Julie Peavler, Parent Rep<br>Ekambaram Elumalai, Teacher Rep | <b>Absent:</b><br>Mike Floro, SBDM Secretary<br>Vacant, Teacher Rep |
|--|---|

**Agenda Approval**

*Motion to accept:* Eka, second by Luthe  
Motion was approved by consensus.

**New Business**

- 2021-22 Student Handbook (2nd Reading)

*Motion to Accept:* K. Rowland, second by Peavler

**Public Comments**

None

The next regular monthly meeting will be August 16th at 4:00 p.m. The SBDM council was adjourned at 12:05 p.m. The motion was made by Eka and seconded by Luthe. Motion was approved by consensus.

*Submitted by Mike Floro, recording secretary*

## Good News Report – August 16, 2021

- Reese Johnson won a 4 year full scholarship to any Kentucky public college, university, technical or trade school as part of Kentucky's "Shot at a million" sweepstakes, the state's vaccine incentive program.
- Fall sports teams have started their seasons. This fall we have boys and girls soccer, boys and girls cross country, volleyball, boys and girls golf, and football competing.
- Kentucky Farm Bureau, located in the Summit Center, have partnered with Mercer County Schools to purchase ALL Mercer County K-12 student tickets for ALL regular season home games at KMS and MCSHS this school year.
- Devine Carama, a motivational speaker from Lexington, spoke to our student body about the importance of Leadership.



| <b>Section 6 Accounts</b>           | <b>2021-22 Budget</b> | <b>Balance as of August 11, 2021</b> |
|-------------------------------------|-----------------------|--------------------------------------|
| Certified Permanent Salary          |                       |                                      |
| Extended Day                        |                       |                                      |
| Extra Service                       |                       |                                      |
| Other Certified                     | 700                   | 700.00                               |
| Certified Substitute Salary         | 1,000                 | 1,000                                |
| Classified Regular Salary           |                       |                                      |
| Classified Other Pay                |                       |                                      |
| Classified Substitute Salary        |                       |                                      |
| Employer FICA Contribution          |                       |                                      |
| Employer Medicare Contribution      | 100                   | 100                                  |
| KTRS Employer Contribution          | 100                   | 100                                  |
| CERS Employer Contribution          |                       |                                      |
| KSBA Unemployment Insurance         | 50                    | 50                                   |
| Workshop Consultant                 | 250                   | 250                                  |
| Education Consultant                |                       |                                      |
| Registration Fees                   | 2,000                 | -1,595.00                            |
| Conference Registration             |                       |                                      |
| Security Services                   |                       |                                      |
| Other Professional Services         |                       | -430.00                              |
| Copier Rental                       | 18,000                | 3,000.00                             |
| Other Rental                        | 200                   | 200.00                               |
| Postage & PO Box Rental             | 3,000                 | 480.00                               |
| Telephone                           | 1,000                 | 1,000                                |
| Newspaper Advertising               |                       |                                      |
| Travel                              | 2,500                 | 2,357                                |
| General Supplies                    | 20,000.00             | 1,219.26                             |
| General Supplies (Library)          | 500                   | 277.22                               |
| Food Non Instructional              | 500                   | 384.03                               |
| Food Instructional Non Food Service | 250                   | 250.00                               |
| Library Books (Library)             | 2,000                 | 1,485.50                             |
| Periodicals (Library)               | 1,000                 | 1,000.00                             |
| Supplemental Books/Study Guides     |                       |                                      |
| Textbooks                           |                       |                                      |
| Audiovisual Materials (Library)     | 250                   | -438.25                              |
| Tests                               | 250                   | 250                                  |
| Reference Materials                 | 250                   | 250                                  |
| Computer Related Supplies           | 15,000                | 15,000                               |
| Awards                              | 250                   | 250                                  |
| Health Supplies                     | 1,000                 | 1000                                 |
| Equipment Supplies                  |                       |                                      |
| Furniture/Fixtures                  |                       |                                      |
| Furniture/Fixture supplies          |                       |                                      |
| Other Supplies & Materials          |                       |                                      |
| Tech Related Hardware               | 500                   | 357.00                               |
| Computers (Library)                 |                       |                                      |
| Tech Software                       | 500                   | 500.00                               |
| Instructional Equipment             | 500                   | 500                                  |
| Dues & Fees                         | 1,000                 | 620.00                               |
| Graduation Expenses                 |                       |                                      |
| Other Miscellaneous                 | 55,372                | 55,122                               |
| Food Instructional Non Food Service |                       | -4,000.00                            |
| General Supplies (School supplies)  | 39,571                | 26,406.68                            |
| Other Repairs and Maintenance       | 500                   | 500.00                               |
| General Supplies (Custodial)        | 20,000                | 16,128.95                            |
| <b>TOTAL</b>                        | <b>188,093.09</b>     | <b>124,274.03</b>                    |

| <i>District Activity Accounts @ Central Office</i> | <i>Balance as of August 11, 2021</i> |
|--|--------------------------------------|
| Destitute Senior                                   | 312.36                               |
| Class of 2023                                      | 402.25                               |
| Driver's Education                                 | 11,700.00                            |
| General Fund                                       | 20,191.33                            |
| Ag Shop  | 8,687.87                             |
| AP Exam  | 4,562.36                             |
| Art  | 265.48                               |
| Band   | 5,548.53                             |
| Chorus   | 624.22                               |
| Drama  | 5,740.61                             |
| English  | 7.65                                 |
| Class of 2020                                      | 2798.5                               |
| Foreign Language                                   | 579.21                               |
| Horticulture                                       | 71,632.93                            |
| Library Book Fair                                  | 567.84                               |
| Class of 2021                                      | 767.34                               |
| Mercer Foundation Grant                            | 14,445.99                            |
| Yearbook   | 8,747.58                             |
| Pictures   | 2,829.27                             |
| Science  | -103.00                              |
| Senior Trip  | 160.38                               |
| Summer School                                      | 9,262.80                             |
| Technology   | 846.87                               |
| Class of 2022                                      | 5,354.09                             |
| Textbooks  | 16,902.39                            |
| College Tech Educational                           | 903.83                               |
| Staff Fund   | 2,272.15                             |
| Col. Chinn Scholarship                             | 500.00                               |
| Alvis Johnson Scholarship                          | 2,190.00                             |
| School Store                                       | 140.35                               |
| General Athletics                                  | 41,559.19                            |
| Archery  | 78.80                                |
| Baseball   | 997.36                               |
| Boys Basketball                                    | 5,504.66                             |
| Girls Basketball                                   | 621.52                               |
| Cheerleading                                       | 521.27                               |
| Cross Country                                      | 326.13                               |
| Dance  | 79.97                                |
| Football   | 544.47                               |
| Football Bowl Game                                 | 29,870.72                            |
| Football Capital                                   | 6,092.80                             |
| Football Supplemental                              | 24,148.98                            |
| Golf   | 631.02                               |
| Boys Soccer  | 74.47                                |
| Girls Soccer                                       | 5,855.29                             |
| Softball   | 2,106.25                             |
| Boys Tennis  | 1,133.79                             |
| Girls Tennis                                       | 1,433.46                             |
| Track  | 120.09                               |
| Volleyball   | 27.92                                |
| Bass Fishing                                       | 4,206.56                             |
| Heart of the Bluegrass                             | 4,839.98                             |
| Athletics Supplemental                             | 3,618.78                             |
| Gate Receipts                                      | 67,377.99                            |
| Athletics Training                                 | 370.00                               |
| <b>TOTAL</b>                                       | <b>400,982.65</b>                    |

**Student Activity Accounts @ Central Office****Balance as of August 11, 2021**

|                                  |                  |
|----------------------------------|------------------|
| Thirst Club                      | 24               |
| KYA/KUNA                         | 43.61            |
| Fellowship of Christian Athletes | 968.26           |
| Republican Club                  | 111              |
| Unity Club                       | 206.01           |
| FCCLA                            | 953.81           |
| Engineering Club                 | 674              |
| Future Educators of America      | 129.81           |
| National Honor Society           | 779.24           |
| Spanish Club                     | 1,232.12         |
| Student Council                  | 416.99           |
| Key Club                         | 65.71            |
| Film Club                        | 121.31           |
| Envirothon Team                  | 75.03            |
| Book Club                        | 634.32           |
| Beta Scholarship                 | 170              |
| Project Graduation               | 1,965.39         |
| Beta Club                        | 1,188.78         |
| FFA                              | -1,340.90        |
| School Store                     | 152              |
| Student Vending                  | 1,199.08         |
| Pep Club                         | 818.87           |
| Weightlifting                    | 381.34           |
| Chess Club                       | 596.55           |
| <b>TOTAL</b>                     | <b>11,566.83</b> |



**Mercer County  
American Rescue Plan  
FY 2021-2022**

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| <b>Section 1:</b>  |
| <b>Narrative:</b><br>Mercer County is committed to staff and 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. |
| <b>Prevention and Mitigation Strategies</b>  |
| Physical distancing  |
| Personal Protective Equipment  |
| Handwashing and respiratory/cough etiquette  |
| Cleaning and maintaining healthy facilities  |
| Additional staff for on-going cleaning during the school day and sanitization during <del>non-instructional</del> hours  |
| Improving ventilation systems or purchasing new ventilation systems ( HVAC)  |
| Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments   |
| Additional school nurses, additional staff to check temperatures, additional staff to supervise isolated students  |
| Additional staffing for full time substitutes in each building   |
| Vaccination clinics in an effort to provide vaccinations to educators, other staff, students, and families if eligible   |

**Mercer County**  
**American Rescue Plan**  
**FY 2021-2022**

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| Appropriate accommodations for children with disabilities with respect to the health and safety policies |
| Water bottle refill stations   |
| Plexiglass to support physical distancing  |
| 1:1 Technology devices   |
| Signage and printed communication of health and safety protocols in multiple languages                   |
| Badge System   |

|   |                                    |   |   |
|---|------------------------------------|---|---|
| <b>Section 2:</b>   |                                    |   |   |
| <b>Narrative:</b>   |                                    |   |   |
| Section 2 of this American Rescue Plan is focused on how Mercer 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 Mercer 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. |                                    |   |   |
| <b>Area of Focus</b>  | <b>Evidence-Based Intervention</b> | <b>Research</b>                           | <b>Implementation Rationale</b>                     |
|   |                                    | Hamilton, L., Halverson, R., Jackson, S., | PLCs will be used as an evidence-based intervention |

**Mercer County  
American Rescue Plan  
FY 2021-2022**

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|-------------|-----------------------------------|--|--|
| Instruction | Professional Learning Communities | <p>Mandinach, E., Supovitz, J., &amp; 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.<br/> <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddd_m_pg_092909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddd_m_pg_092909.pdf</a></p>   | <p>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 and book studies that deepen understanding of PLCs.</p>   |
|             | Formative Assessment              | <p>Black, P., &amp; William, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 92, 81 -90.<br/> <a href="http://weaeducation.typepad.co.uk/files/blackbox-1.pdf">http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</a></p>  | <p>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 student progress and to inform teaching and learning.</p>  |
|             | Student Engagement Strategies     | <p>Fredricks, J., McColiskey, W., Mel, J., Mordica, J., Montrosse, B., and Mooney, K. (2011). Measuring student engagement in upper elementary through high school: a description of 21 instruments. (Issues &amp; 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.<br/> <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_2011098.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_2011098.pdf</a></p> | <p>Student engagement strategies will be used as an evidence-based intervention to provide meaningful student involvement in classroom learning and address learning loss. Strategies such as accountable talk, choral responding, opportunities to respond, questioning strategies, wait time, guided notes, graphic organizers, use of visuals, student goal-setting, etc. increase student investment in their own learning and are linked to greater student achievement. Some implementation strategies include training for teachers on multiple</p> |



**Mercer County  
American Rescue Plan  
FY 2021-2022**

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|  |  | <p>Gould, E. (2011). Doing one thing (DOT) to increase student engagement: Increasing student opportunities to respond. <i>Link Lines</i>, Feb.-March.<br/> <a href="https://education.wm.edu/centers/ttac/resources/articles/challengebehav/stepupstudentengagement/index.php">https://education.wm.edu/centers/ttac/resources/articles/challengebehav/stepupstudentengagement/index.php</a></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.<br/> <a href="https://doi.org/10.1177/107429561202200105">doi:10.1177/107429561202200105</a></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.<br/> <a href="https://doi.org/10.1177/107429561202200104">doi:10.1177/107429561202200104</a></p> <p>MacSuga-Gage, A. &amp; 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.<br/> <a href="https://files.eric.ed.gov/fulltext/EJ1070193.pdf">https://files.eric.ed.gov/fulltext/EJ1070193.pdf</a></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</p> | <p>engagement strategies, follow-up training on how these strategies are being implemented, materials and technology to implement engagement strategies.</p> |
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**Mercer County  
American Rescue Plan  
FY 2021-2022**

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|  |  | <p>at the annual meeting of the National Council on Measurement in Education. Toronto, Canada.</p> <p><a href="https://www.nciea.org/sites/default/files/publications/A%20Tricky%20Balance_031319.pdf">https://www.nciea.org/sites/default/files/publications/A%20Tricky%20Balance_031319.pdf</a></p> <p>Martin, B., Sargent, K., Van Camp, A., &amp; Wright, J. (2018). Practice Guide: Increasing opportunities to respond as an intensive intervention. Washington, DC: US Department of Education, Office of Special Education Programs.</p> <p><a href="https://files.eric.ed.gov/fulltext/ED591076.pdf">https://files.eric.ed.gov/fulltext/ED591076.pdf</a></p> <p>Scott, T.M., Hirn, R.G. &amp; 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,</p> <p><a href="https://doi.org/10.1080/1045988X.2013.78758">https://doi.org/10.1080/1045988X.2013.78758</a></p> <p>Simonsen, B., &amp; 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., &amp; Lingo, A. S.</p> |  |
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**Mercer County  
American Rescue Plan  
FY 2021-2022**

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|                     | <p>(2017) Increasing Student Engagement Through Opportunities to Respond. <i>Kentucky Teacher Education Journal: The Journal of the Kentucky Council for Exceptional Children</i>. Vol. 3 : Iss. 2 , Article 3.<br/> <a href="https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1018&amp;context=ktej">https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1018&amp;context=ktej</a></p>  |   |
| <b>Data Systems</b> | <p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., &amp; 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.<br/> <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</a></p> <p>Kekahio, W., &amp; 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.<br/> <a href="https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf">https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf</a></p> | <p>Data systems will be used as an evidence-based intervention to gather and report data and to use data-based decision making to generate a strategic action plan that addresses learning loss. The data system provides the framework upon which data teams look for patterns and make observations about the data. The analysis of academic and behavioral data informs instructional practices and provides a data team with insight into what strategies (both behavioral and instructional) are working well and which need to be reconsidered. Some implementation strategies include stipends for teacher training on how to utilize the data system to inform instruction, and the purchase of the data system. Edgenuity will be used as an online resource. IReady will be used as the universal screener.</p> |

**Mercer County  
American Rescue Plan  
FY 2021-2022**

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|---------------------------------|---|---|
| Culturally Responsive Teaching  | <p>Byrd, C. M. (2016). Does Culturally Relevant teaching work? An examination from student perspectives. <i>SAGE Open</i>, 6(3), 1-10.<br/> <a href="https://journals.sagepub.com/doi/10.1177/158244016660744">https://journals.sagepub.com/doi/10.1177/158244016660744</a></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., &amp; Vitulli, P. (2021) "Prepared to Respond? Investigating preservice teachers' perceptions of their readiness for Culturally Responsive Teaching," <i>International Journal for the Scholarship of Teaching and Learning</i>: Vol. 15: No. 1, Article 10.<br/> <a href="https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&amp;context=ijsotl">https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2072&amp;context=ijsotl</a></p> <p>Piazza, S. V., Rao, S., &amp; Protacio, M. S. (2015). Converging recommendations for culturally responsive literacy practices: Students with learning disabilities, English language learners, and socio culturally diverse learners. <i>International Journal of Multicultural Education</i>, 17(3), 1-20.<br/> <a href="https://eric.ed.gov/?id=EJ1104910">https://eric.ed.gov/?id=EJ1104910</a></p> | <p>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 training of 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> |
| Multi-Tiered Systems of Support | <p>Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., &amp; Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. Exceptional</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</p>  |

**Mercer County  
American Rescue Plan  
FY 2021-2022**

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|  |  | <p>Children, 83(3), 269–280.<br/> <a href="https://eric.ed.gov/?id=EJ1146326">https://eric.ed.gov/?id=EJ1146326</a>.</p> <p>Burns, M. K., Jimerson, S. R., VanderHeyden, A. M., &amp; Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. R. Jimerson, M. K. Burns, &amp; 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., &amp; 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.<br/> <a href="https://nimr.fpg.unc.edu/sites/nimr.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf">https://nimr.fpg.unc.edu/sites/nimr.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf</a></p> <p>Freeman, J., Sugai, G., Simonsen, B., &amp; Everett, S. (2017). MTSS coaching: Bridging knowing to doing. <i>Theory Into Practice</i>, 56(1), 29–37. DOI: 10.1080/00405841.2016.1241946</p> <p>Jimerson, S. R., Burns, M. K., &amp; 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.</p> | <p>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. 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. Will also provide full day preschool.</p> |
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|  |  | <p>R. Jimerson, M. K. Burns, &amp; 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.</p> <p>McIntosh, K., &amp; Goodman, S. (2016). <i>Integrated multi-tiered systems of support: Blending RTI and PBIS</i>. New York, NY: Guilford Press</p> <p>National Center on Response to Intervention at the American Institutes for Research. (2015). MTSS, RTI, special education ... Oh my! Gaining an understanding of MTSS and RTI from Drs. Lynn Fuchs and Joe Jenkins. Washington, DC: Author.<br/> <a href="https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe">https://rti4success.org/video/mtss-rti-special-education%E2%80%A6oh-my-gaining-understanding-mtss-and-rti-drs-lynn-fuchs-and-joe</a>.</p> <p>Scott, T.M., Gage, N.A., Hirn, R.G., Shearer lingo, A., &amp; 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: <a href="https://doi.org/10.1080/1045988X.2019.1605971">10.1080/1045988X.2019.1605971</a></p> <p>Sugai, G., &amp; Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches.</p> |  |
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|  | <p><i>Exceptionality</i>, 17(4), 223-237. DOI: <a href="https://doi.org/10.1080/09362830903235375">10.1080/09362830903235375</a></p> <p>Terrance M Scott, Nicholas A Gage, Regina G Hirn, Amy Shearer Lingo &amp; Jon Burt (2019) An examination of the association between MTSS implementation fidelity measures and student outcomes, <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 63:4, 308-316, DOI: <a href="https://doi.org/10.1080/1045988X.2019.1605971">10.1080/1045988X.2019.1605971</a></p>  |   |
| Positive Behavioral Interventions and Supports | <p>Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., &amp; Horner, R. (2017). Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools. <i>Journal of Positive Behavior Interventions</i>, 18(1), 41-51. DOI:<a href="https://doi.org/10.1177/1098300715580992">10.1177/1098300715580992</a></p> <p>Horner, R.H., Sugai, G. &amp; Anderson, C. M. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support. <i>Focus on Exceptional Children</i>. 42. 1-14. <a href="https://doi.org/10.17161/fec.v42i8.6906">10.17161/fec.v42i8.6906</a>.</p> <p>OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). <i>Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information</i>.</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. The use of funds to secure a data collection system is also a possible implementation strategy.</p> |



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|  |  | <p>Eugene, OR: University of Oregon.<br/> <a href="https://www.pbis.org/resource/pbis-implementation-blueprint">https://www.pbis.org/resource/pbis-implementation-blueprint</a></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: <a href="https://doi.org/10.1080/1045988X.2019.1605971">10.1080/1045988X.2019.1605971</a></p> <p>Simonsen, B., &amp; Myers, D. (2015). <i>Classwide positive behavior interventions and supports: A guide to proactive classroom management</i>. Guilford Press.</p> <p>Sugai, G., Horner, R. H. (2015). <i>School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance</i>. Behavior Analysis Practice. Feb2015. DOI: 10.1007/s40617-015-0045-4.</p> <p>US Department of Justice and US Department of Education, (July, 2014). Dear colleague letter on the nondiscriminatory administration of school discipline. <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html</a></p> <p>U.S. Department of Education Office for Civil Rights, (March, 2014). Civil rights data collection: Data snapshot (School Discipline). <a href="https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf">https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf</a></p> |  |
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|     |  | <p>Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., &amp; 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.<br/> <a href="https://doi.org/10.1177/106342669600400401">https://doi.org/10.1177/106342669600400401</a></p>   |   |
| ELA | High Quality Instruction and Materials | <p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salingar, 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.<br/> <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a></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 and secondary students, investment and training in implementing leveled texts, hiring of ELA interventionists, and the creation of school-wide guided reading programs including purchasing of books, and book studies.</p> |
|     | Teaching Essential Skills              | <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., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-</p>   | <p>Prioritizing essential skills and standards will be used as an evidence-based intervention that helps teachers provide targeted support for the most important content. Teachers will work together to determine essential standards that will receive the most instructional time, will be frequently revisited,</p>  |

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|      |  | <p>4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf">https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf</a></p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; 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. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf</a></p> | <p>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 and time for teachers to collaborate before each instructional unit to revise the pacing as needed.</p>   |
| Math | High Quality Instruction and Materials | <p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., &amp; 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. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a></p>  | <p>The use of high-quality instruction and materials will be used as an evidence-based intervention to explicitly teach mathematical concepts and problem solving, to use visual representations and models of mathematical ideas during explicit instruction, and to increase fluency of basic facts. Some implementation strategies include training on mathematical practices, 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. Purchase of books and resources are possible implementation strategies. Hiring of interventionist.</p> |
|      |  | National Council of Teachers of Mathematics   |  |



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|                                  | <b>Prioritizing Essential Standards</b> | and the National Council of Supervisors of Mathematics (June 2020). Moving Forward: Mathematics Learning in the Era of COVID-19.<br><a href="https://www.mathedleadership.org/mathematics-learning-in-the-era-of-covid-19/">https://www.mathedleadership.org/mathematics-learning-in-the-era-of-covid-19/</a> | 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 and time for teachers to collaborate before each instructional unit to revise the pacing as needed.   |
| <b>Response to Learning Loss</b> | <b>Titan Academy</b>                    | <a href="https://docs.google.com/document/d/1ia8q1UbTshBT2GyZWGWXGAJhUU75aXU/edit#heading=h.gldgxs">https://docs.google.com/document/d/1ia8q1UbTshBT2GyZWGWXGAJhUU75aXU/edit#heading=h.gldgxs</a>   | Titan Academy is our approach to the learning loss for our students during the 2020-21 school year. The Titan Academy will be a three-year intervention/extension program striving to provide exposure for lost content and assistance on instructional gaps brought about by the COVID-19 impact on student learning. Curriculum and instructional targets will be generated from a needs assessment of Spring 2021 universal screener results and from teacher-generated contextual information regarding classroom standards that need to be prioritized. The Academy will consist of 24 days of direct, focused, small-group instruction led by certified teachers, assisted by classified aides. |

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| <b>Section 3:</b>            |   |
| <b>Narrative:</b>            | Section 3 of the American Rescue Plan will contain the other items Mercer County Schools will use the funds for to support student safety, learning loss and district needs.  |
| Bleachers                    | The purchasing of new bleachers for MCES is for the safety and social distancing of the students and community.   |
| Classified / Certified raise | A pay increase shows the dedication the staff have to the students and families of Mercer County. During the past year, teachers and staff have gone above and beyond a normal year to keep our students and families safe, informed, educated and cared for. |
| Bus cost                     | The purchasing of additional buses allows us to social distance and keep our students safe.   |



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**Section 4:**

**Narrative:**

Section 4 of this ARP details how we are responding to the academic, social-emotional, and mental health needs of all students and how we will ensure the selected interventions address the academic impact of lost instructional time. This section also addresses how Mercer County Schools conducted meaningful consultation with required stakeholders and utilized feedback when creating our district plan.

| <b>Area of Focus</b>  | <b>Evidence-Based Intervention</b> | <b>Research</b>   | <b>Implementation Rationale</b>  |
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| <b>Mental Health Wellness &amp; Social Emotional Learning</b> | <b>Trauma Informed Schools</b>     | <p>Courtney Wiest-Stevenson &amp; Cindy Lee (2016) Trauma-Informed Schools, <i>Journal of Evidence-Informed Social Work</i>, 13:5, 498-503, DOI: <a href="https://doi.org/10.1080/23761407.2016.1166855">10.1080/23761407.2016.1166855</a></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.<br/> <a href="https://www.pacesconnection.com/file/eSendAction/ftType/0/ftCid/466307103279770868/filePointer/466307103281285022/ftCid/466307103281285018/LH%20report%20final%20%281%29.pdf">https://www.pacesconnection.com/file/eSendAction/ftType/0/ftCid/466307103279770868/filePointer/466307103281285022/ftCid/466307103281285018/LH%20report%20final%20%281%29.pdf</a></p> | <p>Creating trauma informed and trauma sensitive schools will be an area of focus for Mercer 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.</p> <p>a.) Understanding trauma, types of trauma and traumatic stress<br/> b.) Trauma and the brain<br/> c.) Trauma Teams roles and responsibilities (data tracking)<br/> d.) What is a Trauma Sensitive School<br/> e.) Handle with Care: Responding to Trauma Exposed Students</p> <p>Funding will provide additional staffing at</p> |

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|  |  | <p>(2019). <i>The Missouri Model: A developmental framework for trauma informed approaches</i>. MO Dept. of Mental Health and Partners. <a href="https://dmh.mo.gov/media/pdf/missouri-model-developmental-framework-trauma-informed-approaches">https://dmh.mo.gov/media/pdf/missouri-model-developmental-framework-trauma-informed-approaches</a></p> <p>Pynoos, R. S, Fairbank, J. A., Steinberg, A. M., Amaya-Jackson, L., Gerrity, E., Mount, M. L, &amp; 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. <a href="https://doi.org/10.1037/a0012551">https://doi.org/10.1037/a0012551</a></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. <a href="https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf">https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf</a></p> <p><i>Trauma Sensitive Schools Training Package</i>. (2021). National Center on Safe and Supportive Learning Environments. <a href="https://safesupportivelearning.ed.gov/">https://safesupportivelearning.ed.gov/</a></p> | <p>the district level for a school social worker who is a part of the district trauma team, track district and school level data, create and manage the district referral pathway, and make best practice recommendations for trauma interventions.</p> |
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|  |                                     | trauma-sensitive-schools-training-package  |  |
|  | <b>Mental Health Therapists</b>     |  | The district will utilize funds to hire additional mental health therapists to work at the school and district level to support and provide direct therapy services to students and staff.   |
|  | <b>School Resource Officers</b>     | James, R. K., Logan, J., & Davis, S. A. (2011). Including School Resource Officers in school-based crisis intervention: Strengthening student support. <i>School Psychology International</i> , 32(2), 210–224.<br><a href="https://doi.org/10.1177/0143034311400828">https://doi.org/10.1177/0143034311400828</a> | The district will create a law enforcement department which will employ a Mercer County Schools SRO resource officer to serve each school building in the district as recommended in <u>KRS 158.4414-.4415</u>   |
|  | <b>Social Emotional Programming</b> | <a href="https://characterstrong.com/">https://characterstrong.com/</a><br><a href="https://www.positiveaction.net/introduction">https://www.positiveaction.net/introduction</a><br>and<br><a href="https://www.harmonysel.org">https://www.harmonysel.org</a>   | Evidence-based SEL programs for our schools.<br><br>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 will receive social emotional instruction. The district will also provide training on best practices as grade level district wide teams work to |

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|   |  |  | incorporate SEL into each content area to maximize student and teacher proficiency of social emotional competencies. Programs will be purchased for K-12 SEL. |
| Community Mental Health   |  |  | We collaborate with outside agencies and help with referrals and support when needed. FRVSC also provide this service.  |
| <p><b>Stakeholder Input:</b></p> <p>Mercer 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 Mercer County Schools creating a recovery plan, stakeholder feedback was solicited in multiple ways. Stakeholder surveys were sent via social media and district website to the following groups:</p> <ul style="list-style-type: none"> <li>a. students enrolled</li> <li>b. parents/guardians of students enrolled</li> <li>c. parents/guardians of students with disabilities</li> <li>d. community members</li> </ul> <p>In addition to surveys, focus groups were held including:</p> <ul style="list-style-type: none"> <li>a. school and district administrators</li> <li>b. local health department</li> <li>c. local law enforcement agencies (police and sheriff)</li> <li>d. Emergency Responders (Fire and EMS)</li> <li>e. Mental health providers (school psychologist, counselors, and social workers)</li> <li>f. Board members approved plans</li> </ul> |  |  |   |



# **PROGRAM APPRAISAL POLICY**

## **PROGRAM APPRAISAL NEEDS ASSESSMENT**

Our improvement planning process will include:

- an analysis of our KPREP data and other school data as necessary to discover the extent to which our students are meeting state standards.
- systematic work to discover and correct the causes of barriers to high performance by all students and the movement of students toward our goals.
- a complete and clear data-based improvement plan that sets goals and addresses causes to help move our students closer to state standards, according to the timetable established by the Kentucky Board of Education.
- ongoing monitoring and evaluation of the implementation and impact of our improvement plan.

We will implement this process, including appraisal of the effectiveness of all our programs, through our needs assessments and our implementation and impact checks.

## **PROGRAM APPRAISAL RESPONSIBILITY**

The Leadership Team will be responsible for program appraisal and will make recommendations concerning program changes/revisions to the council.

## **POLICY EVALUATION**

This policy will be evaluated by the Leadership Team in the fall of every new school year. Recommendations (if any) for revisions will be presented in writing to the council for consideration and adoption. Recommendations should be made as soon as possible in the school year but no later than the January council meeting.

Approved: \_\_\_\_\_ Chairperson: \_\_\_\_\_



# **TECHNOLOGY USE POLICY**

## **TECHNOLOGY USE NEEDS ASSESSMENT**

Our improvement planning process will include:

- an analysis of our state assessment data and other school data as necessary to discover the extent to which our students are meeting state standards.
- systematic work to discover and correct the causes of barriers to high performance by all students and the movement of students toward our goals.
- a complete and clear data-based improvement plan that sets goals and addresses causes to help move our students closer to state standards according to the timetable established by the Kentucky Board of Education.
- ongoing monitoring and evaluation of the implementation and impact of our improvement plan.

We will implement this process, including a review of technology use and barriers to use, through our needs assessments and our implementation and impact checks.

## **ACCEPTABLE USE**

When students enter grades 9 through 12 for the first time in high school, they will be required to sign and date the Mercer County School District Acceptable Use Policy (Appendix A) in order to have access to school computers. This policy is Attachment D and considered part of this Technology Use Policy approved by the council. This document will be reviewed annually with students at the start of each year during orientation and handbook review.

## **POLICY EVALUATION**

This policy as well as the student Acceptable Use Policy will be evaluated by the Leadership Team in the fall of every new school year. Recommendations (if any) for revisions of either this policy and/or the Acceptable Use Policy will be presented in writing to the council for consideration and adoption. Recommendations should be made as soon as possible in the school year but no later than the January council meeting.

Approved: \_\_\_\_\_ Chairperson: \_\_\_\_\_

### **Upcoming Dates**

|              |                       |
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| August 19    | Board meeting 5:30    |
| September 6  | Labor Day - No School |
| September 7  | School Picture Day    |
| September 8  | Club Day              |
| September 10 | Blood Drive           |
| September 16 | Board meeting 5:30    |
| September 20 | SBDM 4:00             |

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