

Hardin County Schools Narrative ARP ESSER Plan Revision

Based on preliminary survey results, the American Rescue Plan funds will be used in Hardin County Schools for the following:

Prevention and Mitigation Strategies

- Additional buses to allow for social distancing
- Updates and repairs to HVAC systems to increase clean-air filtering
- Cleaning materials and supplies necessary for proper sanitation for the safe return and continuation of in-person learning
- Training and PD for staff on sanitizing and minimizing the spread of infectious diseases

Academic Impact of Lost Instructional Time

- Additional staffing for learning loss and the need for accelerating students
- Resources and staff to support and expand preschool services
- Real-life experiences and opportunities (field trips, etc.) for preschool and early childhood
- Professional development for staff on implementation and integration of real-life problem solving
- Online licenses such as i-Ready (Curriculum Associates) which is diagnostic tool to provide individualized instruction and data
- Google Licenses
- Additional staffing for advanced and Gifted and Talented
- Additional support and resources to high poverty schools for loss of instructional time and lack of opportunities

Remainder of Funds

The district will prioritize remaining funds based on the needs of the district. Ongoing consultation and analysis of needs will continue on a regular basis. The priority will be on having students in-person in a safe environment for all. Funding will also be used to supplement mental health services and support.

How the LEA will ensure that interventions address the academic impact of instructional time and respond to the academic, social, emotional and mental health needs of all students

Several measures are in place to ensure the academic needs of all students are addressed. Data from i-Ready will be analyzed to determine instructional modifications

for students. The district also has consistent monitoring in place involving phonological awareness, phonics, fluency, and math facts. Principals and district administrators meet with teachers during PLCs to determine the individual needs of students and next steps that need to be taken. Each school has a minimum of one additional support staff who will provide interventions to students. The Kentucky Multi-Tiered System of Supports (KyMTSS) is in place for each school. Training was provided by the Instructional Services Department on interventions and monitoring.

Each school has a minimum of one counselor to provide support with the social, emotional, and mental health needs of all students. In addition, our district has a partnership with Cumberland Health providing mental health services and support. Many schools have programs such as Sandford Harmony and Second Steps in place.

Consultation

Consultation was done with multiple stakeholders. District administration met with school leaders a minimum of once a month. Mrs. Morgan, HCS Superintendent, met with the BOSS (Best Offensive for Successful Students) Committee. This committee addressed specific concerns regarding COVID which were addressed by HCS. In addition, input was received from the certified and classified advisory committees and Hardin County Schools Education Association. A survey was sent out by the KARE Committee (Kindness and Respect for Everyone) to gather additional information concerning the needs of our district. This committee is representative of two members from the local NAACP, one of who is president, along with representation from other ethnic groups some of which are considered historically disadvantaged groups. The group meets on a regular basis. District leaders last consulted with the KARE Committee on May 10, 2021. Information has been presented to local board members and discussed. The district committee prioritized the needs and used the funding matrix to determine what was allowable. An additional survey will be sent out to community members, parents, and staff to determine other needs before finalizing a budget and submitted in GMAP in August 2021.

References

Curriculum Associates. (2019a, June 27). *The Research Behind our Programs.* Retrieved from <https://www.curriculumassociates.com/research-and-efficacy>

Sandford Harmony: Miller, C. F., Kochel, K. P., Wheeler, L. A., Updegraff, K. A., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2017). The efficacy of a relationship building intervention in 5th grade. Journal of School Psychology, 61, 75-88.

Second Step : Skills for Social and Academic Success, Seattle, WA :Committee for Children

McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.