

HAZARD INDEPENDENT  
APR ESSER PLAN

**ARP ESSER LEA Plan**  
**Hazard Independent Schools**

**Part 1**

The Hazard Independent School district will use the ESSER funds to ensure compliance with the CDC Guidelines for reopening schools in the following ways:

- The plan has been created from the needs-assessment in cooperation with all stakeholders. The plan includes coordination of preparedness and response efforts of local educational agencies with State, local, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to infectious diseases. The plan will provide principals and others school leaders with the resources necessary to address the needs of our schools. We will provide 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. We will develop and implement procedures and systems to improve the preparedness and response efforts of local educational agencies. We will provide professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. Purchase supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. Plan for and coordinate during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students. Purchase 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. Provide mental health services and supports. Plan and implement activities related to summer learning and supplemental after school 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. Any 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. Provide air quality controls throughout district and

transportation. Address learning loss issues based on assessments and provided supports to accelerate learning.

District will attempt to adhere to [CDC guidance](#) and update plans in accordance with CDC guidelines as those are revised. Current plans include:

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- Masks are recommended to be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.
- Schools are recommended to maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.
- Screening testing, ventilation, handwashing, and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.
- Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households.
- COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels.
- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

Other actions will include:

- 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.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality and any other aspect in school facilities, including mechanical and nonmechanical heating, ventilation, flooring, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- Conduct inspection, testing, repairs, and upgrades to the HVAC system in the district including transportation to ensure environmental health.
- Renovate any school to provide additional space for career learning opportunities to increase academic achievement and reduce learning loss.
- Carpet will be replaced by hard surface floor coverings to ensure proper virus mitigation can be provided.

## **Part 2**

The Hazard Independent School district will use the ESSER funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.

- High quality assessments K-12 will be selected, purchased, and implemented to determine student's academic needs and give feedback about student learning and growth over time.
- Summer career exploration camps will be provided for students in grades K-12. Stipends will be paid to staff for professional development and activities to increase student academic success and reduce learning loss.
- Teacher's training will be provided in the use of highly effective evidence -based intervention activities and support for students who are in ESS funded placements either before, during or after school.
- Additional Staff will be employed to track student learning loss and help accelerate student academic learning using best practice high-quality instruction.
- Supplies, materials, and equipment will be purchased to address learning loss and student academic acceleration for all students.

Learning acceleration is an ongoing instructional process by which educators engage in formative practices to improve students' access to and mastery of grade-level standards.

The goal of learning acceleration extends beyond recovering the ground lost to COVID-19; it is viewed as a long-term, comprehensive framework that anchors academic, social, and behavioral interventions to the common purpose of promoting global competitiveness for all students.

Four principles will guide our approach to Learning Acceleration: four principles guide learning acceleration planning and implementation:

1. Provide conditions of learning that will foster social and emotional well-being of students, families and educators.
2. Improve equitable access to grade level content and high-quality resources for each student.
3. Prioritize content and learning by focusing on the depth of instruction, rather than the pace.
4. Implement a K-12 accelerated learning cycle to identify gaps and scaffold as needed.

It is our collective responsibility to ensure that all students receive a high-quality education that empowers them to compete for educational and work opportunities in the increasingly global marketplace.

To make this a reality for all students requires recognition of the fact that a history of inequitable access to opportunity has put students of color, low-income students, English Language Learners, students with disabilities, and other student groups on the downside of longstanding achievement gaps; accelerating learning requires policymakers and educators to reaffirm their commitment to advancing equity for all.

Accelerating learning involves examining and improving every component of the instructional cycle. Our district will continue to ensure educators possess an advanced understanding of the Kentucky Academic Standards and implement those standards through high-quality, engaging lesson plans for all students. [TNTP's Learning Acceleration Guide](#) will help inform this process.

Our district will establish learning conditions, depth of instruction, scaffolding, and progress monitoring that improve students' access to and mastery of those standards:

Step 1: With input and guidance from stakeholders, district will support schools to develop a short-term implementation plan, setting goals to increase student access and success on grade appropriate assignments. This plan will meet criteria and will include:

- Clear goals regarding Learning Acceleration and the expectation that assignments students experience are grade appropriate.
- Clear expectations for materials usage, regardless of whether students are in-person.

- A plan for ongoing curriculum-based professional learning and supports for teachers to understand how to effectively implement the materials.

Step 2: Communicate clear and actionable expectations for using materials in professional learning communities and networks for school leaders and teachers.

High-quality instructional materials will be considered as a tool and one component of a system that will support teachers to provide access to grade appropriate assignments.

Step 3: Develop teacher and school leader skill in the areas that have been prioritized. Execute the plan outlined in Step 1, providing teachers and leaders with the supports they need to provide access to grade appropriate assignments.

Step 4: Monitor the quality of assignments students are experiencing and make adjustments as needed.

PLCs will be trained in and use TNTP's and KDE's [Student Experience Assessment Guide](#) and TNTP's [Assignment Review Protocols](#) to evaluate the quality of assignments students are experiencing, considering whether the assignment addresses priority content as outlined by Achieve the Core and other sources.

Continue to triangulate data collected to classroom demographic data to determine if there are gaps in access by classroom demographics, and measure progress to improve implementation of high-quality instructional materials.

Learning Loss Coordinator/teachers will be working with staff to identify students with learning loss and help provide high quality instructional resources, accelerate learning, and assist schools with any area of assistance with parents and staff.

### **Part 3**

The Hazard Independent School district will use the remainder of its ESSER funds in the following ways:

- Because less than 25% of our entering K students are K-ready and because preschool attendance was the lowest attendance group in the district during the pandemic, the district will employ additional pre-school and kindergarten staff to focus both on enrollment and on delivery of high-quality services.
- Additional supplies, materials and equipment will be purchased to address learning loss and student academic acceleration for all students as monitoring of progression of learning loss recovery takes place over time.
- Adjustments of supplemental staff will be added as needed to reduce learning loss and accelerate academic acceleration.

- high quality instructional resources, evidence-based intervention resources, learning acceleration, SEL, technology, PPE, air quality, high quality professional learning, diagnostic/interim/benchmark assessments.
- Purchase vehicles with air purification systems to help reduce spread of disease.
- Provide funds to continue and supplement high quality instruction with salaries of current staff.
- Other supplies and materials will be purchased as needed to support acceleration of learning and prevent learning loss.
- Instructional assistant will be hired throughout the district to help accelerate learning.
- Preschool plus costs will be paid to increase kindergarten readiness.
- ESS and Summer learning programs will be utilized and funded to help accelerate learning and reduce learning loss.
- Repair existing technology as needed.
- Purchase technology as needed to support learning.
- Curriculum alignment coach will be hired to review pacing guides and ensure curriculum is aligned accounting for learning loss and student acceleration.
- Improve HVAC and lights at elementary to reduce spread of illness.
- Improve lighting
- Improve flooring to reduce spread of disease.

#### **Part 4**

The Hazard Independent School district will use the ESSER to ensure that interventions address the academic impact of lost instructional time and respond to academic, social, emotional, and mental health needs of all students in the following ways:

- A system of high quality personalized professional development will be established and provided for teachers, school-based and district-based instructional leadership teams, and principals.
- Training will be provided for staff in the use of high-quality advisory systems.
- Public health position will be developed to ensure guidelines are followed and support student emotional and social needs by collaborating with community agencies to provide support and student needs.
- Learning Loss Coordinator/teachers will be working with staff to identify students with learning loss and help provide high quality instructional resources, locate appropriate PD for staff to accelerate learning and assist schools with any area of assistance with parents and staff.

## Part 5

The ESSER project budget is as follows:

- See attached GMAP budget below

## Part 6

- A. While planning the budget for the use of ESSER funds, Hazard Independent Schools district engaged in meaningful consultation with stakeholders to determine the focus of the plan and the expenditure of funds as follows:
  - The district conducted a survey of the stakeholders presented at all staff meetings, open house events and on-line survey.
  - The district will consult SBDM during regular meeting.
  - The district conducted public forums at Open house, staff meetings, community partner meetings (Chamber of Commerce, city commissioner meeting and consult with county and city officials).
- B. The district used the feedback generated by stakeholder engagement in the following ways:
  - The parent survey indicated a need for academic support for learning loss and continued safe school guidance for cleaning and sanitizing schools. Also, continue monitoring and following guidance for illness in school to reduce spread of illness.
  - The stakeholder survey and in-person conversations indicated a need for emotional/social support and stakeholders were pleased with our plans.
  - Staff, community partners feedback that was generated and indicated a need for learning loss and student acceleration. Also continued with the plan to clean, disinfect, and sanitize as we did last year. Also support the emotional and social well being of students.

ESSER Funds Update: Each school was provided a certain amount of ESSER funds based on equitable needs. Due to the distinction that these are federal funds, there are specific guidelines on how to use and plan for these funds. We can use the funds for certified services, additional staff, professional training, supplemental books, study guides, curriculum, textbooks and other instructional materials, mental health services and supports, aiding families, and software. Evidence based strategies and interventions will be utilized. Below are links to evidence.

## 7 Learning Acceleration

Key Report from TNTP:

TNTP. (2020). Learning acceleration guide: Planning for acceleration in the 2020-2021 school year. Retrieved from <https://tntp.org/assets/covid-19-toolkit-resources/TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf>

Allen, L., & Le, C. (2013). From remediation to acceleration: Early lessons from two Philadelphia Back on Track schools. Jobs for the Future. Retrieved from: <https://www.jff.org/resources/remediation-acceleration-early-lessons-two-philadelphia-back-track-schools/>

Ander, R., Guryan, J., & Ludwig, J. (2016). Improving academic outcomes for disadvantaged students: Scaling up individualized tutorials. Report prepared for the Brookings Institute. Brookings Institute. Retrieved from: <https://www.brookings.edu/wp-content/uploads/2016/07/Full-Paper-1.pdf>

Cook, P. J., Dodge, K., Farkas, G., Fryer Jr, R. G., Guryan, J., Ludwig, J., ... & Steinberg, L. (2014). The (surprising) efficacy of academic and behavioral intervention with disadvantaged youth: Results from a randomized experiment in Chicago. (No. w19862) National Bureau of Economic Research. Retrieved from: <https://www.nber.org/papers/w19862>

Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and learning loss — disparities grow and students need help. McKinsey & Company. Retrieved from: <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help>

Edgecombe, N. (2011). Accelerating the academic achievement of students referred to developmental education. (CCRC Working Paper No. 30.) Community College Research Center, Columbia University. Retrieved from: <https://files.eric.ed.gov/fulltext/ED516782.pdf>

Levin, H. M. (1988). Accelerating elementary education for disadvantaged students. In: School Success for Students at Risk. Harcourt, Brace, Jovanovich, 209–225. Retrieved from: <https://files.eric.ed.gov/fulltext/ED305150.pdf#page=211>

McLeskey, J., Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability, and Reform. (2017). High-leverage practices in special education. Council for Exceptional Children. Retrieved from: <https://systemimprovement.org/uploads/files/CEC-HLP-Web.pdf>

National Center for Learning Disabilities (2020). Planning for equity and inclusion: A guide to reopening schools. Retrieved from: [https://www.nclld.org/wp-content/uploads/2020/07/2020-NCLD-Reentry-Principles\\_v3.pdf](https://www.nclld.org/wp-content/uploads/2020/07/2020-NCLD-Reentry-Principles_v3.pdf)

## **Curriculum work for learning acceleration**

Key Resources:

Achieve the Core (2021). Priority instructional content in ELA/Literacy and Mathematics. Retrieved from: <https://achievethecore.org/content/upload/2020->



[21%20Priority%20Instructional%20Content%20in%20ELA%20Literacy%20and%20Mathematics June%202020.pdf](#)

### The Opportunity Myth

TNTP. (2018). The opportunity myth: What students can show us about how school is letting them down — and how to fix it. Retrieved from:

[https://tntp.org/assets/documents/TNTP\\_The-Opportunity-Myth\\_Web.pdf](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf)

Ainsworth, L. (2003). Power standards: Identifying the standards that matter the most. Lead and Learn Press.

### **SEL and Culturally Responsive Teaching**

#### Key Resource:

Collaborative for Academic, Social, and Emotional Learning. (2003). Save and sound: An educational leader’s guide to evidence-based social and emotional learning programs. Chicago, IL: Author. Retrieved from: <https://casel.org/wp-content/uploads/2016/06/safe-and-sound.pdf>

Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching. (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

<https://www.kentuckyteacher.org/news/2021/06/superintendents-hear-rules-for-final-esser-funds/>

<https://www.curriculumassociates.com/research-and-efficacy/essa-evidence-hub/>

<https://www.nea.org/sites/default/files/2021-06/Kentucky%20Federal%20Emergency%20Aid%20for%20Public%20Education.pdf>

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### **LEA Points of Contact**

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