



Hilliard City School District

## ARP ESSER - Local Use of Funds Plan

District Name:	Hilliard City School District
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The American Rescue Plan (ARP) provides substantial federal financial resources to support states and local school districts. The following plan details how the Hilliard City School District plans to utilize these ARP funds:

- 1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Hilliard City Schools will return to pre-pandemic mitigation strategies. Should health conditions shift or stakeholder feedback necessitate, the district will review conditions and mitigation strategies and offer necessary revisions. The District has budgeted a portion of ARP ESSER funding to be used for cleaning/sanitization supplies and for additional capital improvements/purchases to support the safe continuation of in-person learning. District plans for mitigation strategies also include policies related to universal and correct wearing of masks when recommended, physical distancing (including use of cohorts or "podding") when recommended, including the use of modular classrooms, handwashing and respiratory etiquette emphasized throughout the school day, use of hand sanitizer stations in each classroom and throughout the buildings, and cough and sneeze etiquette will be taught, monitored, and reinforced. We will also be cleaning and maintaining our facilities, including improvements to ventilation, installation of the highest

MERV-rated filters within district buildings, repairing or replacing air handling units to better manage air flow and outdoor air intake for improved ventilation. We will also conduct contact tracing in combination with isolation and quarantine in collaboration with the Franklin County Public Health guidance for all highly infectious diseases and our District nurses have all been trained in this process. We will continue to have diagnostic testing and screening supplies at nursing clinics, and the district will strategically utilize test kits for COVID concerns in order to keep students safely in school. The District will continue to encourage faculty, staff, and students to be vaccinated. The District will also make the appropriate accommodations for children with disabilities with respect to our health and safety policies, including building a Health Care Plan to meet the unique health needs of students. This could include home instruction or further mitigation efforts in the school setting.

**2. How will Hilliard City School District use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?**

All students have had the opportunity to participate in summer learning opportunities. Students in grades 9-12 participated in summer school to advance and/or regain credit. Students in grades K-8 participated in our Summer Bridge program which provided opportunities for students to re-engage with peers and teachers in a positive, interest-based summer camp experience. The morning session of the BRIDGE program consisted of reading and math instruction and the afternoon sessions provided interest-based enrichment opportunities. The summer camp sessions were offered at no cost to families and were located at four locations throughout the district to ensure easy access for students. Sessions were facilitated by Hilliard faculty in collaboration with FESTA. Students with disabilities were also given the opportunity to not only participate in Summer Bridge but to also participate in engaging extended school year learning opportunities. The District may elect to continue with a similar program in the subsequent year using a portion of ARP ESSER funding. In addition, K-3 students with literacy challenges participated in summer support, Freshmen had the opportunity to engage in a specially designed program that facilitated a successful transition for students to a new academic level, and rising freshmen who have been disengaged in middle school were invited to ensure participation. Incoming kindergarten students will engage in summer screening if conditions are appropriate to welcome students for these assessments.

**3. How will Hilliard City School District spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The District will utilize ARP ESSER funding to hire an additional 14 Reading and Math Intervention teachers and 7 EL Intervention teachers to address the academic impact of lost instructional time. We will also hire (24.5) Online Academy staff to facilitate one additional year of online learning opportunities. This funding will also provide 2 Speech Pathologists 2 School Psychologists and 1 Orton-Gillingham teacher to provide additional support for special education students. The District will provide additional student health and wellness supports by the addition of 7 Guidance Counselors, and contracting for 9.5 additional Social Workers. We have budgeted for technology supplies for additional staff, additional safety and sanitation supplies and materials, and additional facility improvements to support our continuation of in-person learning.

- 4. How will Hilliard City School District ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.**

The District will use a portion of ARP ESSER funding to hire additional staff of 10 Social Workers and 7 School Counselors to address student needs. Students demonstrating challenges with self-regulation will be supported with additional goals and strategies by teachers and school counselors. Social workers and agency clinicians will further support teachers with self-regulation techniques. Students will work collaboratively around high interest topics that promote joy, peer interaction, and immerse students in the school setting. Students in grades 3-12 will participate in the Panorama SEL Survey in the fall and spring. Results will be analyzed by school counselors, social workers, Boundless clinicians, Syntero, and teachers to identify students' sense of belonging, self-management, and grit to determine the social and emotional needs of students. Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. School counselors, social workers, and agency clinicians will work in partnership with classroom teachers to observe students within Hilliard City School District in the returning setting for signs of social, emotional, or mental stress, with a focus on those students more likely to be disproportionately impacted by the pandemic. School RTI/Mental Health Teams will continue to review the mental health concerns identified by students, families, and their teachers. Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family support. Middle School and High school leadership teams will continue their work with Hope

Squad Teams. Hilliard Station and Hilliard Tharp 6th grade buildings will begin Hope Squad programs in School Year 2022-23

**5. Briefly describe the extent to which Hilliard City School District intends to use ARP ESSER funds to promote remote learning.**

ARP ESSER funding will provide staffing for an additional year of our Online Academy for students wishing to continue with remote learning during the 2021-22 school year.

**6. Describe Hilliard City School District's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.**

As Hilliard students return to all-in programming, teachers will formally and informally assess students to identify individual student goals and needs in literacy and math. Additionally, Hilliard faculty, instructional coaches, and leaders will administer and analyze data from multiple sources throughout the school year to identify students who need targeted support and develop Student Success Plans and ensure timely identification and response to observed gap areas. Teachers will support students with gaps through the district wide implementation of the newly revised response to intervention (RTI) framework and high-impact instructional strategies. Literacy support teachers will work with elementary students most at-risk with literacy gaps and provide Tier 2 supports to supplement classroom instruction. This support will occur in small group settings and will provide additional intensive literacy instruction to identified students. Identified freshmen will receive additional literacy support using Achieve 3000 resources. The district will hire an additional 14 Reading and Math Intervention teachers, and 5.5 English Language teachers at the Elementary level using ARP ESSER funds. Middle and high school students will access additional instructional support through study halls and teacher office hours beyond the daily support within classrooms. School leaders, instructional coaches, department leaders, and RTI teams will work with teachers to develop Student Success Plans with personalized goals that address students' specific learning gaps. They will monitor all student progress, including those students attending our Online Academy, their achievement, and daily engagement through various data sources and will intentionally select high-impact researched strategies to address student needs. The impact of implemented interventions will be reviewed to determine the necessity of a new or modified intervention. Student Success Plans, graduation plans, and RIMP plans will be revised as student progress is demonstrated or found to be challenged. Faculty will work to communicate progress with

families and engage parents and guardians as partners in problem-solving. Our special education staff, including school psychologists, intervention specialists, and related service personnel will continue to work with parents, students, and teachers to determine the need for special education services. Students who receive special education services will continue to be provided these services as defined by their Individualized Education Plans.

## Additional Information

*Our District's leaders have developed alternative educational practices when necessary to meet the educational, safety and social emotional needs of our students. We have developed, and made public, a **Continuity of Services Plan**, which details our strategy for the District's continuation of a safe return to in-person instruction, as well as how we plan to identify, address and assess both learning loss and the social emotional needs of our students. We will monitor and revise this plan, as necessary, based on input from our community, stakeholders and guidance released by Local, State, or Federal agencies.*