

# ARP ESSER Plan



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# Introduction

On March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). This legislation awards grants to state educational agencies (SEAs) for providing local educational agencies (LEAs, i.e., school districts) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

South Carolina will receive \$2,112,051,487 in ARP ESSER funds from the ARP Act, with 90 percent being awarded to LEAs with amounts determined in proportion to the amount of TitleI, Part A funds they received in summer 2020. The remaining funds to South Carolina will be used for state-level activities to address issues caused by COVID-19.



This plan describes how the LEA will use funds that it is awarded under the ARP ESSER program. This report template complies with all reporting requirements of the ARP Act (Public Law 117-2), the [ARP ESSER grant](#) terms, conditions, and assurances (CFDA Number 84.425U), and the interim final rule established by the U.S. Department of Education, [86 FR 21195](#).

# ARP ESSER Budget Overview

## Total Amount of LEA Award

\$34,839,753.00
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## Required 20 Percent for Learning Loss

\$6,967,950.60
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## Funds for Prevention and Mitigation Strategies

In the text field below, describe the extent to which and how the LEA will use funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

### Wearing masks:

The district recommends the use of face coverings for students and staff. Because the coronavirus can be spread between individuals interacting in close proximity, wearing face coverings is recommended by CDC/SCDHEC in the school setting. This is especially important in areas of significant community-based transmission. The district will provide face coverings to all staff and will provide face coverings for any student who cannot provide their own. The district has also installed Plexiglas shields in the front office reception areas. These measures are being implemented in an effort to promote a safe and healthy learning environment for our students and staff. Currently, there are no plans to utilize Plexiglas shields in the classroom setting due to space constraints with the increase number of students in face-to-face instruction. Plexiglas shields may be used in some specialized locations in schools if appropriate and space is available. If recommendations are received to reinstate the use of Plexiglas shields in the classroom setting and/or in special settings by the CDC or DHEC, the district administration will take recommendations under advisement.

SCDHEC's recommendations regarding COVID-19 precautions, including wearing face masks, have not changed. Wearing face coverings and taking other precautions are important disease prevention methods that protect not only the person wearing the mask but also those around them from COVID-19. SCDHEC continues to follow federal CDC guidance, backed by multiple research studies, that masks are an effective and essential tool for protecting the health of all South Carolinians during this ongoing COVID-19 pandemic. CDC recommends that schools continue to use the COVID-19 prevention strategies outlined in the current version of the CDC's Operational Strategy for K-12 Schools. This includes the recommendation that everyone wear a mask in the school setting regardless of vaccination status. Rock Hill Schools still believes it is important that the use of face coverings by students and staff within school facilities remains a recommendation of state and federal public health officials.

### Physical distancing:

Social or physical distancing means keeping at least six feet between yourself and other people while outside your home. This means people should stay the recommended distance apart from others. It also means people should avoid gathering in groups, crowded places and mass gatherings. This is especially vital, given that asymptomatic and pre-symptomatic individuals are known to spread the virus. The goal of social distancing is to limit physical contact to decrease viral spread among people in community settings, such as school. This is an effective, efficient means of mitigating disease transmission risk. All schools and facilities are taking actions to ensure all campus spaces support health and safety. These actions include signage and floor markings to remind students of social-distancing practices. There may be some changes to foot-traffic flow through buildings and furniture placement in classrooms. The district recognizes that some parents of students with complex medical needs will have additional concerns. Students with disabilities and employees who work with them are expected to practice social distancing when possible. Social distancing strategies may be implemented based on feasibility and the unique space and needs of a classroom or other campus location. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools.

### Handwashing:

The CDC recommends everyone wash their hands often with soap and water for 20 seconds. Schools will incorporate additional handwashing breaks into the school day and reinforce handwashing during key times throughout the school day.

### Cleaning and maintaining healthy facilities:

The district's custodial teams have been trained in providing enhanced cleaning, sanitizing and disinfecting processes of all workplaces and classrooms. Along with their daily cleaning requirements, the custodial team will increase the frequency of disinfecting surfaces, such as high-touch surfaces in common areas and in all classrooms and athletic areas. All spaces will strive to be at the APPA (Association of Physical Plan Administrators) Level 2 standard.

The district's custodial team uses industry-leading practices, products, and adheres to standards and guidelines set by the CDC and APPA. Disinfecting units allow the custodial team to thoroughly and quickly disinfect large areas, which directly leads to an increase in instruction time. The electrostatic sprayer uses a process of adding an electric charge inside the liquid droplets when they are sprayed. This makes the droplet electrically stronger than the surface or the item it is treating.

QT3 and QTPlus disinfecting chemicals, both of which are used by our custodial team, have demonstrated effectiveness against viruses similar to 2019 novel coronavirus on hard non-porous surfaces. Therefore, QT3 can be used against 2019 novel coronavirus when used in accordance with the directions for use against Enterovirus D68 or Norovirus on hard, non-porous surfaces. Combined with a chemical dispensing system, our team is able to consistently and accurately mix cleaning solutions for use in our schools and facilities. This ensures products are mixed properly to achieve the maximum impact.

Total cleaning and disinfecting of all areas and surfaces will be completed by the custodial team daily before students are allowed to use the facility the next day. All district staff will follow strict protocols released by Nursing Services on a day-to-day assessment of CDC/SCDHEC guidance.

# ARP ESSER High Level Budget

Note: The total amounts below must match the LEA's ARP ESSER Budget that details expenditures by allowable activity. A description of the ARP ESSER allowable activities are online on the [ARP Act ESSER Spending Categories webpage](#).

<b>ARP ESSER Allowable Activity</b>	<b>Budgeted Amount</b>
<b>Learning Loss (20% required)</b>	\$17,944,925
<b>Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act</b>	\$341,901
<b>Coordination, preparedness, and response efforts</b>	\$375,600
<b>Activities to address unique needs of specific students</b>	\$0
<b>Improving preparedness and response efforts</b>	\$0
<b>Training and professional development on sanitation</b>	\$0
<b>Supplies to sanitize and clean facilities</b>	\$70,000
<b>Planning, coordinating, and implementing school closures</b>	\$0
<b>Educational technology</b>	\$0
<b>Mental health services and supports</b>	\$3,116,520
<b>Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)</b>	\$4,005,360
<b>Addressing learning loss among students (in addition to Learning Loss budgeted above)</b>	\$0
<b>School facility repairs and improvements</b>	\$0
<b>Improving indoor air quality</b>	\$7,308,250
<b>Developing and implementing public health protocols</b>	\$0
<b>Other activities to maintain operation and continuity of services</b>	\$1,677,197
<b>Total Budget</b>	\$34,839,753

# Activities to Address Learning Loss

## ARP ESSER Learning Loss Requirements

The LEA must use 20 percent of the funds it receives under the ARP ESSER program 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. The LEA should duplicate or align with the goals, strategies, and evidence-based interventions in its Academic Recovery Plan to minimize duplication of efforts.

## Addressing Learning Loss

The district will utilize these funds to address student learning loss resulting from the COVID-19 pandemic. The district will hire additional FTEs (approximately 55-60 FTEs) to include elementary classroom teachers to reduce class size and provide additional small group academic support, secondary classroom teachers, special education teachers, and academic interventionists. The hiring of academic interventionists will allow the district to have one academic interventionist at each elementary school and a math interventionist at each middle school. The district will provide tutoring support before, during, and after school for students identified of needing additional academic support. In the event, the district determines there is a necessity for a classroom teacher to provide dual modality instruction due to the COVID-19 pandemic, the district will provide additional compensation to the classroom teacher.

At the elementary school level, the district will acquire math kits and grade level appropriate books for students. Summer reading is critical for students to retain the knowledge and skills learned in the previous school year. Students who do not read are at risk of falling behind their classmates. The district will acquire classroom library sets to provide opportunities for all students to foster a lifelong interest in reading and learning. The district will acquire Fast Bridge software licenses for academic and behavior interventions.

At the secondary school level, the district will acquire software licenses of various programs. CommonLit will provide tier 1 ELA support for identified students for improvement in SC READY Reading performance. A middle school math program, such as DreamBox, iReady Math, IXL, or similar program, will provide tier 1 mathematics support for identified students for improvement in SC Ready Math performance. Delta Math will provide tier 1 mathematics support for identified students for improvement in Algebra 1 EOC scores and improvement in math course passage rates. Navigate item bank will provide the expansion of items available in MasteryConnect for improvement in SC READY and EOC scores. SmartMusic subscriptions for band and orchestra students for improvement in arts engagement. Desmos item bank will provide the expansion of items available in MasteryConnect for improvement in SC READY and EOC scores. Explore Learning Gizmos will provide tier 1 science support for identified students for improvement in SC PASS scores. An online credit recovery program for the district's multilingual students that will have the capability to translate content into other languages.

The district will acquire classroom library sets for in-person high school students and middle and high school students in the Virtual Academy. The district will contract with a company to provide ACT/SAT test preparation. ESOL teachers will create units of study and design professional development to close the instructional gap for multilingual students that will align with students' English Language Proficiency scores and strategies from classroom observations.

The district will acquire software licenses of various programs for ESE students. EasyCBM is a research-based program that will assist in facilitating good instructional decision-making by providing teachers with progress monitoring tools. This program will allow teachers to write and monitor appropriate IEP goals for students. Cloud 9 World (social emotional learning) will provide teachers the resources they need to teach emotion management strategies and character development. These resources will prepare students to be positive contributors at home, school, and in the community by providing them with character, strength, understanding, development, and practice. Keyboarding Without Tears will improve the quality of teaching typing, general computer readiness, and online test preparation. This program features an award-winning digital citizenship curriculum from Common Sense Education.

The district will acquire Hawaii Early Learning Profile which will provide an assessment that will communicate with parents about their child's progress in six (6) domains of development: gross motor, fine motor, cognition, language, self-help, and social emotional. This will provide an evidence-based assessment to assist in the Childfind process. The district will acquire Writing Four Square to increase students progress on their IEP writing goals by providing the teacher a common evidence-based program to implement. The district will acquire math manipulatives to provide interventions and reinforce student learning of foundational skills to support instruction in the classroom. The district will provide restorative practices professional development and resources for ESE teachers. Participates will learn practical strategies for improving school climate and student outcomes by building healthy relationships with students.

### **Academic Recovery Plan – English Language Arts**

*Goal: From Spring 2021 to Spring 2022, a minimum of 58% of first through eighth grade students will score at or above the 50th achievement percentile on the NWEA MAP Reading assessment. The 2019 baseline is 56.1%.*

#### **Strategies to achieve goal:**

- Provide funding for schools to offer afterschool and before-school tutoring in addressing remediation and support for students who have demonstrated gaps and loss of learning due to COVID-19.
- Our superintendent has led the initiative in providing personnel to support smaller class size by allocating each school with two additional teachers for lower student-teacher ratios during the 2021-2022 school year. Schools may use these positions in grade levels or course areas that demonstrate the greatest need in learning deficits according to performance data.
- During Summer 2021, provide a district-wide summer reading program offering ten books for elementary school (PreK-5) and five chapter books for middle school (6-8) students to engage in summer reading activities. The goal is to sustain student reading 20 minutes per day during the summer break.
- Provide at-home library books for Virtual Academy in Fall 2021 for Grades 6 through 8. Teachers will utilize books as a part of thematic and novel studies to support gaps in literacy for these students.
- All middle schools will implement Academic Review Sessions in order for students to participate in content recovery sessions and aim to recover priority standards in ELA. Sessions will address content recovery by utilizing the resources of hired teachers, Gradpoint modules, formative assessments for measurement of student progress, instructional teaching sessions, and small group instruction. Specific SCREADY and SCPASS preparation will be provided to all students. Needs for programming will be based upon MAP and classroom data. Funding is also provided for instructional resources, transportation, and incentives associated with each program.
- During Summer 2021, summer learning opportunities will be provided through Summer Reading Camp, academic intervention camps for students enrolled in Rock Hill Virtual, Middle school



STEAM enrichment camps, and middle and high school summer school sessions. As schools are provided autonomy in developing learning loss plans, some schools will be implementing summer programming.

- Tier 1 core instructional focus in elementary will aim to increase independent reading fluency, comprehension, reading stamina, and accuracy in readers through the direct and supplementary use of LLI Kits, Notices and Notes Strategy Books, and leveled texts. Literacy coaches and specialists will support all schools in implementation of such resources and strategies.
- Pre-K programming will provide school to home personalized learning supply packs as well as lending library books to support continued reading.
- Students in Rock Hill Virtual Academy will receive additional support in decoding skills, fluency, phonemic awareness, and comprehension skills through use of Pioneer Valley Literacy Footprint Digital Readers Tool. This will also be provided to students through summer programming that addresses learning loss.
- Reading Recovery will be re-implemented in seven of the Title 1 schools with one to two teachers provided in each setting. Reading Recovery was not offered in several of these schools during 2020-2021 due to funding and teachers needed in other instructional areas.
- Provide funding for each elementary and middle school teacher to enhance classroom leveled libraries that will support diversity within reading and support meaningful independent reading within each classroom. This work will be incorporated with our district's goals for meeting student needs through our emphasis in diversity, equity, and inclusion.

#### How strategies address each tier of mild, moderate, and significant learning lag:

- Afterschool and before-school tutoring / remediation: Tutoring will address mild, moderate, and significant through grouping strategies as well as determined frequency depending upon the student needs. School support resources (ESE, ESOL, etc.) will be involved in this process. Year-long. Local and ESSER Funding.
- Lower class size: Specifics to be determined by each school. A variety of staffing and resources will scaffold support around the Tier 1, Tier 2, and Tier 3 efforts to address learning loss. This is to be accomplished with the mindset of the least-restrictive environment.
- District-wide summer reading program offering ten books for elementary school (PreK-5) and five chapter books for middle school (6-8): To allow for scaffolding of the individual learning levels, all students were supported in self-selection of their titles with their teachers.
- Provide at-home library books for Virtual Academy in Fall 2021 for Grades 6 through 8. Time is allotted in the virtual academy day for small group and individual work with teachers. The books will be utilized to support students at their learning levels as well as provide scaffolded support for instruction (shared and independent reading).
- Middle school Academic Review sessions for students to participate in content recovery sessions and aim to recover priority standards in ELA: Sessions will address students at the mild, moderate, and significant levels. Instructional support will be differentiated to aim in meeting the student at their learning level. Grouping strategies may be employed to assist. Certified teachers will lead the program and have large and small group support using the learning resources.
- Summer Reading Camp, academic intervention camps, middle and high school summer school sessions: Instructional grouping according to levels and ability to scaffold the "just- right support". Reading Camp will focus upon the individual level of the student. ESE students will receive support. Reduced classes/ small group will be provided to center on the students' learning levels.

- Tier 1 core instructional focus in elementary will aim to increase independent reading fluency, comprehension, reading stamina, and accuracy: Work is based upon the individual levels of students and strategies that meet their diagnostic levels and needs for instruction (LLI kits, leveled reading books, etc.). Academic support will take place both in the classroom as well as supportive learning environments (breakout groups, small group instruction with tutors, etc).
- Pre-K programming will provide school to home personalized learning supply packs as well as lending library books to support continued reading. Provided for all levels of students with learning lag and are to align with Pre-K learning standards and strands. Designed that home support may aid in the instruction. Individual needs are to be included in the strategies behind this work.
- Rock Hill Virtual Academy academic reading loss support: Students with all levels of loss will be provided access to Pioneer Valley reading program and students will be supported according to level of need through individual grouping during the school day as well as any tutoring after school.
- Reading Recovery will be re-implemented in seven of the Title 1 schools: Intensive support for the lowest level of readers. During the afternoon sessions, Reading Recovery teachers may pull students with significant reading loss in group intervention and remediation.

### **Academic Recovery Plan – Mathematics**

*Goal: From Spring 2021 to Spring 2022, a minimum of 54% of first through eighth grade students will score at or above the 50th achievement percentile on the NWEA MAP Math assessment. The 2019 baseline is 52%.*

#### **Strategies to achieve goal:**

- Provide each campus with in-school instructional support in math tutoring throughout the school week to recover gaps in content understanding. Each school (elementary, middle, and high) is allocated an additional two math tutors that will work with Tier 2 and Tier 3 students and assist in increasing student learning of missed content due to COVID-19. Each tutor will be employed for 25 hours per week.
- Further the school district's work in implementing district formative assessments (benchmarks) throughout the school year so that on-going student achievement data may be measured and decisions regarding instructional planning and support may be informed. This will be accomplished through the use of Mastery Connect and T3 Assessments (or district-developed assessments using a comparable tool). Teachers will also utilize Mastery Connect for individual check-in assessments as needed. These assessments will be implemented at the elementary, middle, and high school (EOC classes) levels.
- All middle schools will implement Academic Review Sessions for students to participate in content recovery sessions and aim to recover priority standards in mathematics. Sessions will address content recovery by utilizing the resources of hired teachers, Gradpoint modules, formative assessments for measurement of student progress, instructional teaching sessions, and small group instruction. Specific SCREADY and SCPASS preparation will be provided to all students. Needs for programming will be based upon MAP and classroom data. Funding is also provided for instructional resources, transportation, and incentives associated with each program.
- Schools will utilize hands-on instructional resources to support tiered intervention, as well as enrichment, using such resources as Origo Animated Big Books, Marcy Cook resources, math manipulatives, "Number Talks", etc. Schools have embedded these programs within the learning loss plans.
- During Summer 2021, summer learning opportunities will be provided through Summer Reading Camp, academic intervention camps for students enrolled in Rock Hill Virtual, Middle school STEAM enrichment camps, and middle and high school summer school sessions. As schools are provided

autonomy in developing learning loss plans, some schools will be implementing summer programming.

- Rock Hill Virtual Academy students scoring below the 25th percentile according to state testing results will receive academic tutoring in mathematics and ongoing progress will be measured by formative assessments.
- Students in Kindergarten through Grade 2 will utilize FastBridge screening assessments to identify students in the bottom 25% and offer tiered reading support. This effort supports the district's on-going work in continuous implementation of MTSS.
- The school district will provide math interventionists at the nine lowest-performing elementary schools in mathematics based upon SCREADY scores. Interventionists will provide small groups and 1:1 instruction for students during the school day as well students needing Tier 2 and Tier 3 instructional support.
- Provide individual and class math manipulatives necessary for teacher check-out and use during instruction and teacher professional development. Many of these materials are related to essential standards addressed in Kindergarten through Grade Five instruction (measurement materials such as customary weight sets, meter sticks, etc.; folding geometric shapes, base ten block sets, pattern blocks, etc.). These materials support intervention resources such as Origo Think Tanks, Number Talk books, Marcy Cook, etc.

How strategies address each tier of mild, moderate, and significant learning lag:

- Math tutoring: Tutoring groups are organized by the level of need and deficit in skills. A variety of state and local data will be triangulated to meet the needs of designing and applying tutoring that is meaningful to the students. Training and support will be provided to tutors so that best practices in tutoring can be applied.
- Middle school Academic Review Sessions for students to participate in content recovery sessions and aim to recover priority standards in mathematics: Sessions will address students at the mild, moderate, and significant levels. Instructional support will be differentiated to aim in meeting the student at their learning level. Grouping strategies will be employed to assist. Certified teachers will lead the program and have large and small group support using the learning resources.
- Schools will utilize hands-on instructional resources to support tiered intervention: Levels of learning lag will be incorporated into the design and application of the intervention groups. The M.T.S.S. Coordinator for the district will work with principals, teachers, and specialists in how to set of tiers for instruction. Learning screeners in K-2 will assist with diagnostic information that can be used in the process for these students. Training with resources (Origo, Marcy Cook, etc.) will be guided and implemented by district instructional staff (instructional specialists assisted schools identifying these resources).
- Summer Reading Camp, academic intervention camps, middle and high school summer school sessions: Instructional grouping according to levels and ability to scaffold the "just right support". Instruction should focus upon the individual level of the student. ESE students will receive support. Reduced classes/ small group will be provided to center on the students' learning levels.
- Rock Hill Virtual Academy academic tutoring in mathematics: Diagnostic data used to level students for tutoring in small sessions or after school.
- FastBridge screening assessments: Instrument will provide data for all students and schools can use to establish the tiers of instruction needed for students. The district's M.T.S.S. efforts will assist with this process. The screening tool is expanded into 2021-2022 for K through Grade 2.
- Interventionists will provide small groups and 1:1 instruction for students: Interventionists will use diagnostic data at the beginning of the year to group students upon their level of need and learning loss. Tiered intervention models will be incorporated.

- Provide individual and class math manipulatives: Hands-on materials and resources provided to support students at their level of learning and understanding in mathematics.

### **Academic Recovery Plan – Social, Emotional, Behavioral and Mental Health**

Smart Goal: Building Foundational Supports in Social, Emotional and Behavioral Learning and Mental Health supports

- Justification for Smart Goals – Our superintendent and school board have led the mission for awareness and improved SEL and mental health as well as data collected from current survey information to identify that a primary need for our students, staff and community in social - emotional learning is paramount to build our ability to understand how the pandemic and adverse childhood experiences are influencing students, staff and community.

Smart Goals: Fall, 2021- Spring, 2024

#1 – Provide funding for the use of a behavioral-health universal screener, BIMAS (Behavior Intervention monitoring Assessment System) to identify students who may be at risk due to trauma, stress, and other mental health issues that affect student learning. The BIMAS screener would identify students' needs and recommend tiered interventions to be integrated throughout the instructional day. The screening tool will be implemented in the fall and spring semesters to assess students' progress and determine need for additional resources. The tool will be implemented each year and the data will be reviewed as a measure to determine level of effectiveness of processes and intervention efforts.

#2- Provide Crisis Management Assistants (CMA), providing Restorative Practices strategies, to collaborate with classroom teachers and work with identified students at -risk due to trauma, stress and other mental health issues affecting their learning. CMA's would work with students 1:1 or lead group interventions focusing on self-regulation, promoting self-awareness, perspective taking and conflict resolution utilizing the Restorative Practices Model, that would eliminate specific behaviors or responses as well as learn to understand new social concepts. As compared to the baseline measure of students repeating in In-School Suspension (ISS) and Out-of- school suspension (OSS) at the end of the first quarter of school (October 14, 2021) compared to the "repeated" students in ISS and OSS on the last day of school, May 26, 2022, all secondary schools (middle and high school) students repeating ISS and OSS will be reduced by 10% via effective school implementation of the Restorative Practices. \*Progress and revised baseline will be reviewed and determined each year to create new measured targeted goals for 2022-2024.

#3- Provide Crisis Assistants, working in collaboration with the CMA's, classroom teachers and administration to offer additional interventions, providing Restorative Practices strategies to students in the classroom and out of the classroom that may require redirection, self-regulation, crisis prevention, and other interventions within a Restorative Practices process. As compared to the baseline measure of students repeating In-School Suspension (ISS) and Out-of -school suspension (OSS) at the end of the first quarter of school (October 14, 2021) compared to the "repeated" students in ISS and OSS on the last day of school, May 26, 2022, all secondary schools (middle and high school) students repeating ISS and OSS will be reduced by 10% via effective school implementation of the Restorative Practices. \*Progress and revised baseline will be reviewed and determined each year to create new measured targeted goals for 2022-2024.

#4. Crisis Management Coach – the Crisis Management Coach would provide leadership and consistency to all of our Restorative Practices Crisis Teams as well as provide modeling of strategies, on-going training, collection of data and progress monitoring to determine if the current practices have the desired outcomes. As compared to the baseline measure of students

repeating In-School Suspension (ISS) and Out-of-school suspension (OSS) at the end of the first quarter of school (October 14, 2021) compared to the “repeated” students in ISS and OSS on the last day of school, May 26, 2022, all secondary schools (middle and high school) students repeating ISS and OSS will be reduced by 10% via effective school implementation of the Restorative Practices strategies and activities. \*Progress and revised baseline will be reviewed and determined each year to create new measured targeted goals for 2022-2024.

#5. Provide funding for two additional RHSD mental health providers that would offer site-based therapy to students in crisis as they return to school and throughout the school year. Through the use of the BIMAS and an active referral system for site-based therapy, two additional therapists would reach more students requiring therapeutic services as well as their families. Additional RHSD mental health Therapists will increase the amount of time spent providing direct 1:1 therapy 20 percent to 40 percent of time per week, for the 2021-2022 school year. The additional RHSD mental health Therapists will increase the amount of time spent providing small group therapy from 20 percent to 40 percent of time per week, for the 2021-2022 school year. \*Progress and revised baseline will be reviewed and determined each year to create new measured targeted goals for 2022-2024.

#6. Provide funding to contract with an adolescent psychiatrist, as an essential piece to supporting our student attending the Day treatment Center in elementary and middle programs. This important support would offer medicine management, student and family therapy for those individuals requiring the most intensive mental health services within the Rock Hill Schools. The Adolescent Psychiatrist will increase the amount of time spent with 1:1 (student /psychiatrist) and family therapeutic psychiatric services from 40percent – 50 percent for the 2021-2022 school year. \* Time spent with student/families will be reviewed and determined each year to create new measured, targeted goals for 2022-2024.

#### How do these strategies address each tier of mild, moderate, and significant learning lag:

Staff, administration and community will acquire awareness, insight and thoughtful discussion in areas of social-emotional Learning, behavior and mental health in reference to problem-solving student concerns in the classroom.

- On- going training will provide a reduction of stigma related to the effects and behaviors of trauma and the after-effects of the pandemic.
- Staff will have the benefit of consulting with the contracted experts throughout the instructional school year. Learning is inherently social and emotional. When students feel connected to their teachers, peers, and school, the learning networks in their brain become stronger. Emotions and relationships can either motivate students to engage in learning, or, if unmanaged, interfere with learning, memory, and positive behaviors.
- Social emotional skills are critical to both academic learning and to the competencies our children will need to be successful in career and civic life.

The following items are strategies connected to the SMARTER Goals above.

#1 The universal screener, BIMAS will identify students who may be at risk due to the traumatic effects of living through the pandemic and other adverse childhood effects.

- The universal screener will generate data on every student K-12, and provide information on tiered approaches and specific strategies for each level in social emotional and behavioral issues. Staff will collaborate with the MTSS teams to identify specific strategies along with the use of the crisis management team within each school to assist in interventions.
- MTSS teams will meet weekly/biweekly to review progress of targeted students and determine if interventions should continue or change due to collection of data based on the BIMAS report

- The MTSS District Team, including the MTSS District Administrator and the Director of Mental Health will schedule MTSS visits to review the BIMAS data and problem-solve with the school team

#2 The Crisis Management Assistant (CMA) will work with the crisis team at each school to lead and provide Restorative Practices strategies and interventions to students identified in each tier.

- The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.
- The CMA will provide explicit strategies on a 1:1 or small group, to promote the aim of restorative practices, which is to develop community and to manage conflict and tensions by repairing harm and building relationships.
- Utilize Restorative Circles to build student trust leading to and promoting school connectedness.
- Lead a High-Risk Students Mentoring Program.
- Match staff and students into a one-on-one mentoring program that will promote attendance, student performance and positive social behaviors.
- Advisories for middle school students to ensure a middle school connectedness that will promote school pride and build self-esteem.

#3 The Crisis Assistants will work in collaboration with the CMA and the crisis team at each school implementing Restorative Practices strategies and intervention to students identified in each tier.

- The Crisis assistant will work with the crisis management coach, teaching staff and administration to identify, implement and resolve classroom and school behavioral issues within the tiered strategies of Restorative Practices.
- Collaborate with the Crisis Management Assistant to provide Restorative Circles to build student trust leading to and promoting school connectedness.
- Co-Lead a High-Risk Students Mentoring Program.
- Match staff and students into a one-on-one mentoring program that will promote attendance, student performance and positive social behaviors.
- Advisories for middle school students to ensure a middle school connectedness that will promote school pride and build self-esteem.

#4 The Crisis Management Coach (CMC) will

- Work in collaboration with the CMA and Crisis assistant, as well as classroom staff and administration to implement Restorative Practices with students sent to ISS or returning from OSS to collect data and report on the progress made through the implementation of Restorative Practices.
- The Crisis Management Coach (CMC) will provide on-going, hands-on training provide consistency in the restorative practices process.
- The CMC will model Restorative Circles and provide RP lessons and activities to determine how many students are using affective statements and how often (such as a checklist that shows a '+' when a statement is used and a '-' when feelings are expressed in an alternate manner.
- When a negative behavior occurs in the ISS classroom, the ISS staff will select questions from their Restorative Practices card in order to address the issue.
- The CMC will facilitate and model, along with the ISS staff, at least one RP Circles per week/per secondary school, within the ISS classrooms.

#5 Funding for two additional RHSD site-based mental health therapists would provide

additional therapeutic support for students' - pre-school -high school.

- Depending on the tiers of support required, the RHSD mental health therapists would be available to offer levels of therapy both 1:1, small group and family therapy providing students with strong social-emotional and behavioral strategies for self-regulation and resilience.
- Additionally, the therapists would work in collaboration with other school staff to acknowledge the areas of student ability that helps students feel confident and valuable.
- Additional therapists will work in collaboration with the MTSS teams, the restorative Practices teams as well as the school counselor to determine student and family needs at each assigned school
- The additional mental health therapists will be available for PrePare training and assisting with crisis during the 2012-2022 school year for the Rock Hill Community

#6 Contracting with an adolescent psychiatrist will provide the imperative medical and therapeutic attention our students in tier 3, requiring an intensive therapeutic service.

- 1:1 therapy provided by the adolescent psychiatrist
- Family therapy provided by the adolescent psychiatrist
- Medicine management and weekly observations
- Collaboration with the Day Treatment Team
- Creating a treatment plan for each student requiring Day Treatment Services
- Working with the team to transition the student back to the home school or other less restrictive environments

### **Academic Recovery Plan – Other Activities**

*Goal: From Spring 2021 to Spring 2022, the following percentages of students in the graduating cohort will score a D or better on End-of-Course Exams: Algebra 1: 77.7%; Biology: 71.06%; English 2: 74.4%; U.S. History: 69.6%. The 2019 baselines are Algebra 1: 75.4%; Biology: 67.5%; English 2: 71.5%; U.S. History: 65.8%.*

#### **Strategies to achieve goal:**

- Throughout the 2021-2022 school year, high schools will offer tutoring sessions for students in EOC classes (two per content area) that will assist students in mastering content objectives for each course.
- Throughout 2021-2022, high schools will implement both afterschool content and credit recovery to assist in reducing course failures throughout the year as well as targeting students who failed at least two or more courses. Funding will be provided for teachers and instructional materials, such as Gradpoint, USA Testprep, and other resources.
- The school district will continue its development and implementation of quarterly formative (benchmark) assessments that measure student performance. High School EOC courses will be provided through TE21 (or a comparable tool). Teachers will have access to Mastery Connect for development of their informal "check-in assessments" during the semester.
- Continue implementation and expansion of READ 180 at the high school level to support student mastery of ELA standards and perform at-standard, or higher, on English 1 EOC. Explore expansion of READ 180 in areas of need within the school system.
- Provide additional books for high school classroom libraries. Books should align with the focus of diversity, equity, and inclusion through the system's commitment in this work. The district's secondary ELA specialist will work with teachers to incorporate this initiative for teachers.
- Provide Connexus instructional platform (or comparable program as selected by a committee during summer) for core course instruction in Grades 6 through 12 for students in Virtual Academy. This tool will have flexibility in use and application of standards to meet academic planning to support gaps in

student learning.

- Provide additional funding for summer planning for teachers to address and develop instructional goals and plans related to supporting the students' learning loss during the 2021-2022 school year.
- Implement improved academic awareness and preparation in SAT, ACT, IB, and AP readiness through individualized school strategic plans that focus upon daily test preparation, utilization of study guides, digital resources, and materials, implementation of readiness "blitzes" throughout the school year, and increased home/school partnerships.

How strategies address each tier of mild, moderate, and significant learning lag:

- High schools will offer tutoring sessions: Tutoring sessions will be based upon scores from benchmark/formative assessments as well as progress in classes. Teachers will scaffold support as well as utilize online resources to support tutoring for students at each tier of learning.
- Afterschool content and credit recovery to assist in reducing course failures: High schools have continued to offer both content and attendance recovery support for students throughout the school year. Teachers will provide areas of gap in content that require recovery. Gradpoint and other resources will assist in this process to occur after school.
- Development and implementation of quarterly formative (benchmark) assessments that measure student performance. As benchmark work began during the 2019-2020 school year, schools will collaborate in developing formative assessments to be offered during the school year that will allow for academic support sessions that can be organized to address mild, moderate, and significant learning loss.
- Continue implementation and expansion of READ 180: Rock Hill Schools has bolstered both resources and use of this program over the past three years by expanding the READ 180 access and libraries for classes where lower level learners may utilize for mastery of content and building of stronger reading abilities. The program will specifically address individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.
- Provide additional books for high school classroom libraries: To support reading materials for tiers of learning, the ELA specialist will work with teachers to provide instructional resources that support struggling readers, ESE, or ESOL students. Books should bolster classroom libraries at the high school level.
- Provide Connexus instructional platform for Virtual Academy: In providing online content for Virtual Academy students, Connexus will offer learners online, mastery-based instruction and assessment with the goal of setting a personalized learning path for all students and focusing on the discrete skills that will be needed the most. Teachers will not only be able to provide the content and lesson support for the student, but instructional support can be customized for the tiered learning needs and can be worked on with the teacher in whole group, small group, or individual settings.
- Implement improved academic awareness and preparation in SAT, ACT, IB, and AP readiness: As schools develop their individual instructional plans, lessons, and support, including the blitzes, can be customized by the teachers. The school's individual SAT/ACT plans will address students who are missing content or are experiencing gaps in necessary skills for testing successfully. SAT and ACT manuals, online resources, school-based preparation guides, and other work will be deployed for assistance.



*Goal: From Spring 2021 to Spring 2022, the following percentages of students will score Approaches Expectations or higher on SC READY: Reading: 74.2%; Math: 73.6%. The 2019 baselines are SCREADY Reading: 69.6%; Math: 68.7%*

Strategies to achieve goal:

- Each school developed and is implementing individual Academic Recovery Plans that establish goals, resources needed, time needed, baseline measures, progress monitoring techniques, desired outcomes, and funding requests regarding academic recovery of their students for Spring and Summer 2021. The district Instruction Department will work with schools to assess progress at the end of Summer 2021 and move forward with initiatives targeting the goals in the district academic recovery plan in 2021-22. Additionally, the department's plans for support will be partially directed by the input schools provide on plans so that efforts are focused upon giving schools what is needed for success in reaching their goals.
- Provide in-school instructional support in math tutoring throughout the school week to recover gaps in content understanding. Each school is allocated an additional two math tutors that will work with Tier 2 and Tier 3 students and assist in increasing student learning of missed content due to COVID-19.
- Provide funding for afterschool and before-school tutoring to bridge gaps due to loss of learning due to COVID-19.
- Invest in additional manipulatives and learning aids for district ESOL students, which include resources such as bi-lingual dictionaries, newcomer resources kits (developed at the local school level), sequencing cards, and other resources. The Federal Programs Office will support the bolstering of needed resources to support ELL students and families in the work ahead.
- Support tiered intervention through use of diagnostic prescriptive software in mathematics (Elementary: DreamBox; Middle: IXL or comparable tool selected by committee during the summer). ESE students will continue their academic support through use of IReady in mathematics as well as continued work with Linda Mood Bell in ELA.
- Provide summer planning days to allow teachers to work with academic coaches and specialists to update math pacing guide documents for the upcoming school year. The district will also provide training/sessions at its Professional Learning Conference in August that addresses strategies for learning loss.
- Implement improved academic awareness and preparation in SAT, ACT, IB, and AP readiness through individualized school strategic plans that focus upon daily test preparation, utilization of study guides, digital resources, and materials, implementation of readiness "blitzes" throughout the school year, and increased home/school partnerships. High schools will be responsible for developing individualized improvement plans for the 2021-2022 school year. This will also address our efforts to improve college and career readiness strategies.

How strategies address each tier of mild, moderate, and significant learning lag:

- Development of Academic Recovery Plans: Plans specifically request details on the school strategies goals, resources needed, time needed, baseline measures, progress monitoring techniques, desired outcomes, and funding requests regarding academic recovery. Addressing the tiered support for students is a part of the plan. Plans will be revised and serve as an active document in using data and needs of the learner in providing student assistance throughout the year.
- Math tutoring: Tutoring groups are organized by the level of need and deficit in skills. A variety of state and local data will be triangulated to meet the needs of designing and applying tutoring that is

meaningful to the students. Training and support will be provided to tutors so that best practices in tutoring can be applied.

- Afterschool and before-school tutoring / remediation: Tutoring will address mild, moderate, and significant through grouping strategies as well as determined frequency depending upon the student needs. School support resources (ESE, ESOL, etc.) will be involved in this process.
- Support tiered intervention through use of diagnostic prescriptive software in mathematics: Diagnostic assessments associated with the program can assist in customizing instruction around the mastery of learning and modified delivery for the student based upon achievement levels. Schools will be required to submit, to the Instruction Department, agreements regarding usage practices and non-negotiables for effective use of the programming within their total programming, including monitoring for efficacy.
- Provide summer planning days: Allow for teacher planning to support the essential standards, instructional lessons, and support for the needs of all students.
- Implement improved academic awareness and preparation in SAT, ACT, IB, and AP readiness: As schools develop their individual instructional plans, lessons, and support, including the blitzes, can be customized by the teachers. The school's individual SAT/ACT plans will address students who are missing content or are experiencing gaps in necessary skills for testing successfully. SAT and ACT manuals, online resources, school-based preparation guides, and other work will be deployed for assistance.

*Goal: Rock Hill Schools will increase the percentage of students graduating at each high school. The 2021-2022 Graduation Rate will increase to 87.0%. The 2019 baseline is 85.1%.*

Strategies to achieve goal:

- Continue data talks and conversation at the high school level to discuss with principals the monitoring of graduation rates across the year for all grade levels, including the 9GR rate.
- Utilize the Graduation Alliance support program, Engage SC, provided by the state, in fostering an additional layer of support for students and families who are struggling during the upcoming school year. Counselors and graduation coaches will be involved in using and incorporating this tool for 2021-2022.
- Establish clear processes in each high school for supporting students in danger of dropping out of school.
- Develop interventions at the district level that can be used to support individual schools in their efforts to monitor graduation rates.

How strategies address each tier of mild, moderate, and significant learning lag:

- Continue data talks and conversation at the high school: Provide support to principals and high schools in using data to identify areas of concern, strategy, and improvement related to graduation rates.
- Utilize the Graduation Alliance support program, Engage SC, provided by the state: High schools will assist with referring struggling students, both virtual and in-person, with this intervention tool.
- Establish clear processes in each high school for supporting students in danger of dropping out of school. Work with schools to establish the warning signs and monitoring necessary for improving the graduation rate.

# Activities for other ARP ESSER Funds

The LEA must describe how it will expend its remaining ARP ESSER funds in the other allowable categories. Detailed categories are available on the [ARP ESSER Spending Plan Categories webpage](#).

## **Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act**

The district will utilize these funds to cover the salaries and benefits of two (2) speech pathologists for FY 2023-2024, one (1) psychologist for FY 2023-2024, and one itinerant teacher for FY 2023-2024. The two (2) speech pathologists will expand access to more intensive speech and language services in response to the increased deficits caused by and exacerbated by the COVID-19 pandemic. The school psychologist will help to ensure the increased volume of special education evaluations are completed timely, to determine appropriate interventions, and services are provided within the confines of state and federal regulations. The itinerant teacher will provide expanded access and coverage for assisting teachers select and implement interventions for students with disabilities that have been impacted by the pandemic.

## **Coordination, preparedness, and response efforts**

The district will utilize these funds to cover the cost of operating the district's COVID response call center for FY 2022-2023 and FY 2023-2024. The district will periodically evaluate the necessity of the COVID response call center through FY 2023-2024. The district will contract with Kelly Services or other staffing agency to provide staffing for the call center, to include one COVID response coordinator and approximately six call center staff. The district will adjust the number of staff accordingly to meet the demands of the COVID response call center. The COVID Response Call Center will document COVID activity, answer phone calls, take information on positive test results, answer frequently asked questions, answer questions about return dates from isolation and quarantine and process early returns forms.

## **Activities to address unique needs of specific students**

N/A

## **Improving preparedness and response efforts**

N/A

## **Training and professional development on sanitation**

N/A

## **Supplies to sanitize and clean facilities**

To reduce the spread of COVID-19, the district will utilize these funds to purchase student masks, adult masks, sanitizing wipes, and cleaning supplies.

## **Planning, coordinating, and implementing school closures**

N/A

## **Educational technology**

N/A

## **Mental health services and supports**

Due to the increased need to provide mental health support and services to students and staff resulting from the COVID-19 pandemic, the district will utilize funds to contract with a child/adolescent

psychiatrist, purchase screener & assessment software licenses, hire two (2) additional mental health therapists, hire a crisis management assistant and a crisis assistant for each secondary school, hire a crisis management coach to lead the crisis team, and to cover salaries and benefits of the mental health director for one additional year beyond ESSER II.

Contracting with a psychiatrist is an essential piece to supporting our students attending the day treatment center. The benefit of contracting with a site-based psychiatrist is to allow the eligible students and their families to have access to a psychiatric provider more frequently while in the program. Frequent meetings with a psychiatrist will help solidify effective medication strategies, meet with parents/families for therapy sessions, ultimately help the student both at school and at home.

The use of a behavioral-health screener & assessment software, BIMAS (Behavior Intervention Monitoring Assessment System), identifies students (K-12) who may be at risk due to trauma, stress, and other mental health issues that affect student learning. The BIMAS is an online, brief behavior-monitor for the effectiveness of system wide interventions. The data generated by this process, increases accountability across all parties involved, promotes implementation fidelity, and facilitates the collaboration of school personnel and parents.

Information received from the BIMAS, on every student K-12, will designate the needs for tiered interventions ranging from tier 1 to tier 3 (intensive interventions). The crisis management assistants (CMA) will be the primary staff at each secondary school who will collaborate with all classroom teachers and administrators by offering students in crisis 1:1 or group interventions focusing on self-regulation, re-direction, crisis prevention interventions as well as restorative practices. The crisis assistants will assist the CMAs and ISS staff to provide interventions, student 'check-in/check-out', as well as interventions during group supports and ISS/restorative practices. The crisis management coach will provide leadership and consistency to all secondary crisis teams along with on-going training for these teams in restorative practices. The crisis management coach will also provide data collection and progress monitoring to determine if the current practices have the desired outcomes.

Two (2) additional mental health therapists will provide additional therapeutic support for students. Depending on the tiers of support required, the mental health therapists will be available to offer levels of therapy both 1:1, small group, and family therapy providing students with strong social-emotional and behavior strategies for self-regulation and resilience.

The Director of Mental Health addresses the mental health needs facing students, staff, and community in reference to navigating the pandemic; transitioning to school from virtual services, providing crisis intervention services related to trauma, stress, and anxiety due to issues brought on by all facets of the pandemic. This position establishes a system to identify and provide care for students with mental health conditions; develops and implement required policies and procedures affecting students and schools with mental health needs; leads committees, task force, councils to coordinate a continuum of services for children requiring mental health services; develops and administers a comprehensive, coordinated approach to providing mental health support services on school sites by developing and maintaining strong partnerships between providers, schools, county departments, universities, managed care organizations, and community based agencies; incorporates guidance about stress, trauma, ACE's throughout the school year in reference to grief, loss, and COVID-19 outcomes; and advocates for underserved student populations to broaden availability of mental health services.

**Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)**

The district will utilize these funds to provide summer learning enrichment programs for identified students (ESOL newcomer summer program, elementary kindercamps, elementary math boot camps, secondary summer bridge programs, and secondary summer school.

The ESOL newcomer summer program is for multilingual students who have an English proficiency level less than 2. Identified students will be pre-assessed and evidence-based activities will be designed around the student's individual needs and English proficiency level. Local assessment data will be used for progress monitoring.

The elementary kindercamp is for rising kindergarten students that were not served by CERDEP. This program is a whole child approach to learning that combines the fun of camp with the academics of school to help children transition with confidence into kindergarten. Preparing our youngest school-age children for the academic rigor of school along with age-appropriate social and emotional skills, kindercamps will be designed to be interest and ability-based. Children will focus on early reading, listening skills, literacy, math, science experiments, art, storytelling, as well as dancing, singing, and having fun as a camp experience. The kindergarten designed readiness assessment will be the basis of evidence for effectiveness.

The elementary math boot camp is a short and intensive math workshop to help students improve their math skills, specifically fluency and critical thinking skills. SC Ready Math scores and predictive insights from DreamBox will be the baseline performance measure.

The secondary summer bridge program is for targeted rising sixth and ninth grade students of evidence-based practices to improve targeted students' SC Ready and EOC scores. The previous year performance of targeted students will be the baseline performance measure.

Summer school for identified middle and high school students will reduce retention through credits earned. Previous year course failure rates will be the baseline performance measure. Credit completion monitoring will be used for the progress monitoring.

#### **Addressing learning loss among students (in addition to Learning Loss budgeted above)**

N/A – see Addressing Learning Loss on page 7.

#### **School facility repairs and improvements**

N/A

#### **Improving indoor air quality**

The district will utilize these funds for five (5) HVAC projects to improve indoor air quality at the identified schools. Scope, purpose, and execution for each project are as follows:

**India Hook Elementary and Mount Holly Elementary Dedicated Outdoor Air Unit Controls Replacement:**

**Scope:** Remove and replace the control systems of four dedicated outdoor air units at each school.

**Purpose:** For both schools, there are a total of eight specialized air handling units dedicated to providing fresh outdoor air. The existing mechanical equipment is in good condition. The control systems for these units are problematic which creates excessive downtime. The availability of qualified service technicians is limited and expensive. Parts and manpower are often excessively delayed and overpriced. Reliability is unacceptable due to frequent control system failures. **Execution of work:** This project will require the services of a control system installation contracting firm for the design, installation, programming, start-up, check-out, and integration of the new control systems. The project would need to be procured as required by the School Districts procurement policies.

**Saluda Trail Middle School Mezzanine HVAC Equipment Replacement:** **Scope:** Remove and replace all HVAC equipment and controls located on the service mezzanine for A, B and C classroom sections of the building. Engineering study was conducted. **Purpose:** Saluda Trail MS has an elevated mechanical mezzanine which runs the length of the building over A, B and C areas. Each classroom is served by a single zone, split system heat pump with electric back-up heat. This equipment is more than 20 years old and is beyond its expected service life. There are frequent failures and critical replacement parts are no

longer available. Execution of work: This project will require the services of a licensed Mechanical Engineering firm for design, equipment selection, plans and specifications. The work will need to be performed by a licensed & insured Mechanical Contractor. Once the design documents are complete, the project would need to be procured as required by the School Districts procurement policies.

Sunset Park Elementary School HVAC split system and packaged system replacements: Scope: Recover R22 refrigerant from approximately 45 existing units. Remove and replace approximately 45 existing split and packaged single zone HVAC systems with new high efficiency systems of the same capacity and configuration. New units shall utilize refrigerant R410A. Add new units for F-building corridor air conditioning. Furnish, reconnect, and reconfigure building automation/controls for all new equipment. Purpose: The existing single zone systems have exceeded 20 years in service and are well beyond their life expectancy. They utilize R22 refrigerant, which has been phased out of production and is very expensive to purchase. This refrigerant poses an environmental hazard because it contributes to the depletion of the earth's ozone layer. Replacing this equipment will increase energy efficiency, reduce operational and maintenance costs, eliminate the hazard of releasing R22 into the atmosphere and increase operational reliability. Execution of work: This project will require the services of a licensed mechanical engineering firm for design, equipment selection, plans, and specifications. The work will need to be performed by a licensed and insured mechanical contractor. Once the design documents are complete, the project would need to be procured as required by the district's procurement policies.

Leslie Elementary School HVAC split system and packaged system replacements: Scope: Recover R22 refrigerant from approximately 40 existing units. Remove and replace approximately 40 existing split and packaged single zone HVAC systems with new high efficiency systems of the same capacity and configuration. New units shall utilize refrigerant R410A. Furnish, reconnect, and reconfigure building automation/controls for all new equipment. Purpose: The existing single zone systems have exceeded 20 years in service and are well beyond their life expectancy. They utilize R22 refrigerant, which has been phased out of production and is very expensive to purchase. This refrigerant poses an environmental hazard because it contributes to the depletion of the earth's ozone layer. Replacing this equipment will increase energy efficiency, reduce operational and maintenance costs, eliminate the hazard of releasing R22 into the atmosphere and increase operational reliability. Execution of work: This project will require the services of a licensed mechanical engineering firm for design, equipment selection, plans, and specifications. The work will need to be performed by a licensed and insured mechanical contractor. Once the design documents are complete, the project would need to be procured as required by the district's procurement policies.

Oakdale Elementary School packaged HVAC system replacement: Scope: Recover R22 refrigerant from 5 existing units. Remove and replace 5 existing packaged single zone HVAC systems with new high efficiency systems of the same capacity and configuration. New units shall utilize refrigerant R410A. Furnish, reconnect, and reconfigure building automation/controls for all new equipment. Purpose: The existing single zone systems are approaching 15 years in service and are approaching the end of their useful life expectancy. They utilize R22 refrigerant, which has been phased out of production and is very expensive to purchase. This refrigerant poses an environmental hazard because it contributes to the depletion of the earth's ozone layer. Replacing this equipment will increase energy efficiency, reduce operational and maintenance costs, eliminate the hazard of releasing R22 into the atmosphere and increase operational reliability. Execution of work: This project will require the services of a licensed mechanical engineering firm for design, equipment selection, plans, and specifications. The work will need to be performed by a licensed and insured mechanical contractor. Once the design documents are complete, the project would need to be procured as required by the district's procurement policies.

### **Developing and implementing public health protocols**

N/A

**Other activities to maintain operation and continuity of services**

The district will utilize these funds to cover the salaries/benefits of the payroll/accounting assistant for one additional year beyond ESSER II. The payroll/accounting assistant will support the increased payroll needs resulting from hiring additional FTEs and increase in tutoring/summer enrichment programs to address student learning loss. This position will also support the ESSER reporting requirements.

The district will also utilize these funds to cover the salaries/benefits of the Virtual Academy elementary coordinator and Virtual Academy guidance counselor for one additional year beyond ESSER II. The Virtual Academy program allows students and parents the choice of learning virtually as a result of the COVID-19 pandemic.

# Evaluation and Review

The LEA must describe how it will ensure that the interventions it implements 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. These include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The LEA should use or align with its progress monitoring narrative from its Academic Recovery Plan in this section to avoid duplication.

The superintendent has led the district's leadership team in establishing a system's data room that measures progress in the Focus Five areas (safety, recruitment and retention, academic performance, organizational effectiveness, and communications). The results from local and state assessments will be monitored throughout the year by the leadership team with the focus of academic recovery supported by all departments. This will be accomplished through cabinet, department, and leadership meetings.

- Superintendent and administrative staff will hold formal, documented conversations with school principals regarding the progress and results associated with academic recovery plans throughout the 2021-2022 school year. Monitoring and adjusting plans through these meetings will assist schools with the direction, resources/funding, and measurement of progress that is needed in the process of addressing academic recovery plans at the individual school level.
- Use the diagnostics from district formative/benchmark assessments to assist schools in monitoring and adjusting decisions and actions related to instruction throughout the school year. Mastery Connect and benchmark data will assist with this process. District academic coaches and specialists will work with schools, especially in PLCs, to assist in data utilization for academic strategies. Additionally, data from intervention tools, such as LLI, will be included for monitoring and adjustment of both student goals and instruction for the year.
- Utilizing Gradpoint tracking instrument to monitor and measure results of recovery efforts at the high school level. High school academic content specialists will work with teachers and schools within PLCs.
- Implement Fountas and Pinnell running records for ELA assessments provided to Kindergarten through Grade Five throughout the school year and utilize data for monitoring of overall student growth in Reading. This includes teachers utilizing independent reading conferences within their instructional model.
- Utilize Skills Checklist in FastBridge assessment to measure how many students are "on track", or if 75% of the students have met the low-risk benchmark assessment data. This is incorporated into the monitoring associated with Rock Hill Schools' implementation of M.T.S.S.
- The research specialists will utilize district and school MAP assessment results to hold data meetings with each school and assist in establishing school goals for the 2021-2022 school year. Use of the RIT scores, district average scores, and student academic slide data will aid in developing these goals and strategies for each school.



- Any pre- and post- data provided by diagnostic academic programming as well as district assessments will be utilized in assisting schools with establishing both individual, grade, and school-wide goals for 2021-2022.
- The Instruction Division works with schools to identify their "look-fors" associated with their overall program goals for the current year. Teams are organized to complete walk-throughs three times each year and meet with the school's leadership team for debriefing and discourse. The monitoring of academy recovery plans will be included in this process as well as seeking evidence of on-going work in this area associated with the plans.

## Consultation and Public Input

The LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, the LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA must engage in meaningful consultation with each of the following, to the extent that they are present in or served by the LEA: Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

### Description of how public input was obtained.

On June 8, 2021, the ARP ESSER III Spending Plan categories, along with the draft Return to In-Person Instruction and Continuity of Services Plan, was posted on the district's website for input and feedback from the community. Information pertaining to the allowable spending categories was shared on the district's social media outlets directing the public to the district's website to provide feedback on available options for a spending plan. The survey was available to the community until noon June 14, 2021. An email was sent to all parents and district employees seeking input and feedback on the spending of the ARP ESSER III allocation.

On June 14, 2021, administration presented ESSER I, ESSER II, and ESSER III funds and implementation at the Board of Trustees meeting. Administration requested Board of Trustees to provide input and feedback on the spending plan categories for ESSER III and to submit to the Superintendent by June 21, 2021.

On June 15, 2021, district administration hosted a Zoom meeting where high school student councils and all SICs were invited to provide input on the allowable spending categories of ESSER III, as well as the draft of Return to In-Person Instruction and Continuity of Services Plan.

There were over 300 respondents for input and feedback on the spending plan categories. Responses were received from the following categories: parents 52.9%; teachers 31.2%; and support staff 9.5%. The remaining 6.40% of respondents represented school and district administrators, community members, students, bus drivers, custodians, grandparents, teacher & parent, alternative programs, Board of Trustees, and former teachers. All of our district school locations were represented.

Input received from respondents on which category the district should allocate its ESSER III funds on are as follows (top three categories in each section):

- Most important category:
  - Addressing learning loss, 20.7%
  - Purchase of education technology, 12.9%
  - Providing mental health services and support, 12.2%
  - Facility repairs and improvements, 12.2%
- Second most important category:
  - Purchase of education technology, 13.2%
  - Address needs of highly vulnerable students, 12.9%
  - Addressing learning loss, 11.5%
- Third most important category:
  - Providing mental health services and support, 14.9%
  - Facility repairs and improvements, 11.9%
  - Addressing learning loss, 11.2%

Input received from respondents on the best way for the district and schools to address learning loss are as follows (top three options for each section):

- Best way:
  - Elementary class size reduction, 46.4%
  - Additional academic assistance during the school day, 21.0%
  - Tutoring before, during, and after school, 12.9%
- Second best way:
  - Additional academic assistance during the school day, 33.6%
  - Tutoring before, during, and after school, 19.0%
  - Elementary class size reduction, 17.3%
- Third best way:
  - Tutoring before, during, and after school, 23.4%
  - Additional academic assistance during the school day, 21.7%
  - Additional English and Math teachers at secondary level, 18.6%

Respondents were able to provide input on additional options for the district and schools to consider.

All input, feedback, and responses received were read and were taken into consideration during the development of the spending plan. On August 9, 2021, administration presented an update on ESSER I, ESSER II, and ESSER III funds and implementation at the Board of Trustees meeting. The ESSER III application and budget plan will be posted on the district's website and submitted to SC Department of Education no later than August 24, 2021.

On January 7, 2022, administration presented an overview of ESSER I, ESSER II, and ESSER III funding activities at the joint board meeting of York 1, York 2, York 3, and York 4 school boards and York County Legislative Delegation.

On January 11, 2022, the ARP ESSER III Spending Plan categories, along with the proposed revision of the Return to In-Person Instruction and Continuity of Services Plan, was posted on the district's website for input and feedback from the community. The survey was available from January 11, 2022 to January

19, 2022. There were 148 respondents for input and feedback on the spending plan categories. Responses were received from the following categories: 69% parents, 26% teachers, and the remaining 5% of the respondents were support staff, students, and other community members. Input received from respondents on which category the district should allocate its ESSER III funds on are as follows (top three options for each section):

- Most important category:
  - Addressing learning loss, 14.9%
  - Addressing needs of highly vulnerable students, 12.8%
  - Providing mental health services and support, 9.5%
- Second most important category:
  - Purchase of cleaning supplies to sanitize and clean schools, 12.8%
  - Purchase of education technology, 12.2%
  - Address needs of highly vulnerable students, 11.5%
- Third most important category:
  - Providing mental health services and support, 12.8%
  - Addressing learning loss, 11.5%
  - Facility repairs and improvements, 9.5%

Input received from respondents on the best way for the district and schools to address learning loss are as follows (top three options for each section):

- Best way:
  - Elementary class size reduction, 34.5%
  - Tutoring before, during, and after school, 21.6%
  - Additional academic assistance during the school day, 20.9%
- Second best way:
  - Additional academic assistance during the school day, 25.7%
  - Tutoring before, during, and after school, 20.9%
  - Comprehensive after-school programs, 14.9%
- Third best way:
  - Tutoring before, during, and after school, 18.9%
  - Additional academic assistance during the school day, 18.2%
  - Comprehensive after-school programs, 17.6%

Respondents were able to provide input on additional options for the district and schools to consider. All input, feedback, and responses received were read and were taken into consideration during the development of the spending plan.

District administrators met with principals to discuss prioritized budget needs for learning loss on June 4, 2021, July 21-22, 2021, and December 7-8, 2021. Exceptional Student Education administrators met with ESE internal auditor and all itinerant teachers on December 8, 2021, to discuss prioritized budget needs for learning loss. District administrators met on December 15, 2021, to review all learning loss prioritized needs.

<b>Required Stakeholder</b>	<b>Date(s) of Input</b>
<b>Students</b>	June 8, 2021-June 14,2021 January 11, 2022-January 19, 2022
<b>Families</b>	June 8, 2021-June 14,2021 January 11, 2022-January 19, 2022
<b>School and district administrators</b>	June 8, 2021-June 14,2021 December 15, 2021 January 11, 2022-January 19, 2022
<b>Teachers</b>	June 8, 2021-June 14,2021 August 9, 2021 (ESOL) November 16, 2021 (ESOL) January 11, 2022-January 19, 2022
<b>Principals &amp; school leaders</b>	June 4, 2021 June 8, 2021-June 14,2021 July 21, 2021-July 22, 2021 December 7, 2021 (secondary) December 8, 2021 (elementary) January 11, 2022-January 19, 2022
<b>Other educators, school staff</b>	June 8, 2021-June 14,2021 December 8, 2021 (ESE) January 11, 2022-January 19, 2022
<b>Professional organizations</b>	June 8, 2021-June 14,2021 January 11, 2022-January 19, 2022
<b>Other stakeholders representing key student subgroups</b>	June 14, 2021-June 15, 2021 January 11, 2022-January 19, 2022

# ASSURANCES

As a requirement for ARP ESSER funds, the LEA must agree to all of the following terms, conditions, and assurances included, but not limited to the following. All assurances and terms and conditions are included in the LEA's Subgrant Award Notification and accompanying attachments.

1. This LEA will use American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) funds for activities allowable under section 2001(e) of the ARP.
2. This LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
3. This LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as
  - a. summer learning or summer enrichment,
  - b. extended day,
  - c. comprehensive afterschool programs,
  - d. extended school year programs, or
  - e. other evidence-based interventions,
 and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. This LEA will either:
  - a. within 30 days of receipt of ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or
  - b. develop and make publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. This LEA will, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, have sought public comment on the plan and took such comments into account in the development of the plan.

5. This LEA will comply with all reporting requirements at such time and in such manner and containing such information as the U.S. Secretary of Education may reasonably require, including on matters such as:
- a. how the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
  - b. overall plans and policies related to the LEA's support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
  - c. data on each LEA's mode of instruction (remote, hybrid, in-person) and conditions;
  - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  - e. LEA uses of funds to sustain and support access to early childhood education programs;
  - f. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  - g. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  - h. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  - i. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.