

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

Required 20 Percent for Learning Loss

\$6,967,950.60

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 Plant 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](#).

ARP ESSER Allowable Activity	Budgeted Amount
Learning Loss (20% required)	\$17,192,200
Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act	\$476,221
Coordination, preparedness, and response efforts	\$375,600
Activities to address unique needs of specific students	\$0
Improving preparedness and response efforts	\$0
Training and professional development on sanitation	\$0
Supplies to sanitize and clean facilities	\$70,000
Planning, coordinating, and implementing school closures	\$0
Educational technology	\$4,217,794
Mental health services and supports	\$1,084,637
Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)	\$1,498,558
Addressing learning loss among students (in addition to Learning Loss budgeted above)	\$0
School facility repairs and improvements	\$2,328,144
Improving indoor air quality	\$7,025,106
Developing and implementing public health protocols	\$0
Other activities to maintain operation and continuity of services	\$571,493
Total Budget	\$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.

Academic Recovery Plan – Updated FY 2022-2023

Goal #1 Area <ul style="list-style-type: none"> ● ELA ● Math ● Graduation Rate 	Baseline - 43.6
SMART Goal #1	By 2027, 61.1% of students in grades 3-8 will score meets or exceeds in ELA as measured by the SC Ready state assessment.
Goal #1 is... <ul style="list-style-type: none"> ● An un-revised goal from 2021-22 ● A revision/consolidation of a goal from 2021-22 ● A new goal 	
Strategies and Resources Utilized to Achieve Goal #1	<ul style="list-style-type: none"> ● Support school leaders with implementing effective data analysis practices. ● Relaunch district wide PLCs <ul style="list-style-type: none"> ○ Consistent and effective use of common formative assessments and benchmark assessments ○ Ongoing data collection and disaggregation from multiple sources ○ Data-driven discussions and goal setting ○ Flexible student groupings for remediation and enrichment ○ Effective use of instructional tools ● Focus on enhancing Tier 1 core Instruction for all students by implementing Balanced Literacy with fidelity.

	<ul style="list-style-type: none"> ● Emphasize the importance and coach teachers with best practices as it relates to instructional delivery. <ul style="list-style-type: none"> ○ Engagement ○ Differentiation ○ Small Group instruction ○ Unpacking standards ○ Assessments ● Observe instruction and provide actionable and sustainable feedback. ● Establish district and school based MTSS plans that are aligned to state guidelines to provide positive learning experiences for all students. ● Consistently monitor and support MTSS implementation at all schools ● Provide appropriate interventions and consistently collect student progress monitoring data to determine next steps. <ul style="list-style-type: none"> ○ LLI ○ Fastbridge ○ iReady ○ MAP ○ Read 180 ● Customize professional development opportunities to support teaching and learning. ● Promote and provide support to create a data literate culture within our district. ● Effectively utilize data researchers to build capacity and expand current data use for instructional decision making and goal setting. ● Provide high quality instructional resources and support. ● Review district wide instructional tools (pacing guides, CFAs, support documents, etc.) and resources to calibrate alignment to state standards. <ul style="list-style-type: none"> ○ Increase exposure and access to tools for all stakeholders. ● Provide, promote, and expand summer learning and extracurricular enrichment and remediation activities. ● Effectively utilize instructional support staff to enhance Tier 2 and Tier 3 interventions and enrichment activities. ● Align/increase alignment of PADEPP goals to current efforts
<p>How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)</p>	<p>The effective implementation of Professional Learning Communities (PLCs) and provision of Multi-Tiered Systems of Support (MTSS) supports the needs of all learners in Rock Hill schools. Targeted and aligned support and professional development will be provided by the instruction department to positively impact teaching and learning in our district.</p>

Goal #1 Timeline	2023 = 47.1% 2024 = 50.6% 2025 = 54.1% 2026 = 57.6% 2027 = 61.1%
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Goal #2 Area

Goal #2 Area <ul style="list-style-type: none"> • ELA • Math • Graduation Rate 	Baseline - 35%
SMART Goal #2	By 2027, 60% of students in grades 3-8 will score meets or exceeds in Math as measured by the SC Ready state assessment.
Goal #2 is... <ul style="list-style-type: none"> • An un-revised goal from 2021-22 • A revision/consolidation of a goal from 2021-22 • A new goal 	
Strategies and Resources Utilized to Achieve Goal #2	<ul style="list-style-type: none"> • Support school leaders with implementing effective data analysis practices • Relaunch district wide PLCs <ul style="list-style-type: none"> ○ Consistent and effective use of common formative assessments and benchmark assessments ○ Ongoing data collection and disaggregation from multiple sources ○ Data-driven discussions and goal setting ○ Flexible student groupings for remediation and enrichment ○ Effective use of instructional tools • Focus on enhancing Tier 1 core Instruction for all students by implementing Savvas enVision Math (K-5) and HMH Into Math (6-8) with fidelity. • Emphasize the importance and coach teachers with best practices as it relates to instructional delivery <ul style="list-style-type: none"> ○ Engagement ○ Differentiation ○ Small Group instruction ○ Unpacking standards ○ Assessments • Observe instruction and provide actionable and sustainable feedback • Establish district and school based MTSS plans that are aligned to state guidelines to provide positive learning

	<p>experiences for all students.</p> <ul style="list-style-type: none"> ● Consistently monitor and support MTSS implementation at all schools ● Provide appropriate interventions and consistently collect student progress monitoring data to determine next steps <ul style="list-style-type: none"> ○ Dreambox ○ Number Worlds ○ MAP ○ Fastbridge ● Customize professional development opportunities to support teaching and learning ● Promote and provide support to create a data literate culture within our district ● Effectively utilize data researchers to build capacity and expand current data use for instructional decision making and goal setting ● Provide high quality instructional resources and support ● Review district wide instructional tools (pacing guides, CFAs, support documents, etc.) and resources to calibrate alignment to state standards <ul style="list-style-type: none"> ○ Increase exposure and access to tools for all stakeholders ○ Emphasize focus on secondary tools and resources ● Provide, promote, and expand summer learning and extracurricular enrichment and remediation activities ● Effectively utilize instructional support staff to enhance Tier 2 and Tier 3 interventions and enrichment activities ● Align/increase alignment of PADEPP goals to current efforts
How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	The effective implementation of Professional Learning Communities (PLCs) and provision of Multi-Tiered Systems of Support (MTSS) supports the needs of all learners in Rock Hill schools. Targeted and aligned support and professional development will be provided by the instruction department to positively impact teaching and learning in our district.
Goal #2 Timeline	<p>2023 = 40%</p> <p>2024 = 45%</p> <p>2025 = 50%</p> <p>2026 = 55%</p> <p>2027 = 60%</p>

Goal #3 Area <ul style="list-style-type: none"> • ELA • Math • Graduation Rate 	Baseline - 83%
SMART Goal #3	By 2026-27, the graduation rate for RH schools will increase to 92.5%.
Goal #3 is... <ul style="list-style-type: none"> • An un-revised goal from 2021-22 • A revision/consolidation of a goal from 2021-22 • A new goal 	
Strategies and Resources Utilized to Achieve Goal #3	<ul style="list-style-type: none"> • Establish district and school based MTSS plans that are aligned to state guidelines to provide positive learning experiences for all students. • Consistently monitor and support MTSS implementation at all schools <ul style="list-style-type: none"> ○ Develop interventions geared specifically to remaining on track for graduation ○ Provide appropriate interventions and consistently collect student progress monitoring data to determine next steps • Customize professional development opportunities to support teaching, learning, and meeting the profile of the SC graduate • Effectively utilize data researchers to build capacity and expand current data use for instructional decision making and increasing our graduation rate • Utilize support programs such as Engage SC, provided by the state, in promoting wrap-around services and engaging all stakeholders • Provide targeted professional learning opportunities for school leaders, counselors, and graduation coaches based on student needs and data trends • Support school leaders with implementing effective data analysis practices. <ul style="list-style-type: none"> ○ Establish clear processes for identifying and supporting students in danger of dropping out • Relaunch district wide PLCs <ul style="list-style-type: none"> ○ Consistent and effective use of common formative assessments and benchmark assessments ○ Ongoing data collection and disaggregation from multiple sources ○ Data-driven discussions and goal setting ○ Flexible student groupings for remediation and enrichment

	<ul style="list-style-type: none"> ○ Effective use of instructional tools ● Enhance core instruction, emphasize the importance, and coach teachers with best practices as it relates to instructional delivery <ul style="list-style-type: none"> ○ Engagement ○ Differentiation ○ Small Group instruction ○ Unpacking standards ○ Assessments ● Recruit and engage community stakeholders to support and expand current efforts ● Align/increase alignment of PADEPP goals to current efforts
How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	The effective implementation of Professional Learning Communities (PLCs) and provision of Multi-Tiered Systems of Support (MTSS) supports the needs of all learners in Rock Hill schools. Targeted and aligned support and professional development will be provided by the instruction department to positively impact teaching and learning in our district.
Goal #3 Timeline	2023 = 84.5% 2024 = 86.5% 2025 = 88.5% 2026 = 90.5% 2027 = 92.5%

Goal #4 Area

Goal #4 Area <ul style="list-style-type: none"> ● ELA ● Math ● Graduation Rate ● EOCEP 	Baseline - 56.3%
SMART Goal #4	By 2026-27, the percentage of students scoring a C or higher on the End of Course exam in English 2 will increase to 71.3%.
Goal #4 is... <ul style="list-style-type: none"> ● An un-revised goal from 2021-22 ● A revision/consolidation of a goal from 2021-22 ● A new goal 	
Strategies and Resources Utilized to Achieve Goal #4	<ul style="list-style-type: none"> ● Support school leaders with implementing effective data analysis practices ● Relaunch district wide PLCs <ul style="list-style-type: none"> ○ Consistent and effective use of common

- formative assessments and benchmark assessments
 - Ongoing data collection and disaggregation from multiple sources
 - Data-driven discussions and goal setting
 - Flexible student groupings for remediation and enrichment
 - Effective use of instructional tools
- Focus on enhancing Tier 1 core Instruction for all students by implementing balanced literacy and HMH Collections curriculum with fidelity
- Emphasize the importance and coach teachers with best practices as it relates to instructional delivery
 - Engagement
 - Differentiation
 - Small Group instruction
 - Unpacking standards
 - Assessments
- Observe instruction and provide actionable and sustainable feedback
- Establish district and school based MTSS plans that are aligned to state guidelines to provide positive learning experiences for all students.
- Consistently monitor and support MTSS implementation at all schools
- Provide appropriate interventions and consistently collect student progress monitoring data to determine next steps
- Customize professional development opportunities to support teaching and learning
- Promote and provide support to create a data literate culture within our district
- Effectively utilize data researchers to build capacity and expand current data use for instructional decision making and goal setting
- Provide high quality instructional resources and support
- Review district wide instructional tools (pacing guides, CFAs, support documents, etc.) and resources to calibrate alignment to state standards
 - Increase exposure and access to tools for all stakeholders
 - Emphasize focus on secondary tools and resources
- Provide, promote, and expand summer learning and extracurricular enrichment and remediation activities
- Effectively utilize instructional support staff to enhance Tier 2 and Tier 3 interventions and enrichment activities.

	<ul style="list-style-type: none"> Align/increase alignment of PADEPP goals to current efforts
How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	The effective implementation of Professional Learning Communities (PLCs) and provision of Multi-Tiered Systems of Support (MTSS) supports the needs of all learners in Rock Hill schools. Targeted and aligned support and professional development will be provided by the instruction department to positively impact teaching and learning in our district.
Goal #4 Timeline	2023 = 59.3% 2024 = 62.3% 2025 = 65.3% 2026 = 68.3% 2027 = 71.3%

Goal #5 Area

Goal #5 Area <ul style="list-style-type: none"> ELA Math Graduation Rate EOCEP 	Baseline - 44.8%
SMART Goal #5	By 2026-27, the percentage of students scoring a C or higher on the End of Course exam in Algebra 1 will increase to 59.8%.
Goal #5 is... <ul style="list-style-type: none"> An un-revised goal from 2021-22 A revision/consolidation of a goal from 2021-22 A new goal 	
Strategies and Resources Utilized to Achieve Goal #5	<ul style="list-style-type: none"> Support school leaders with implementing effective data analysis practices Relaunch district wide PLCs <ul style="list-style-type: none"> Consistent and effective use of common formative assessments and benchmark assessments Ongoing data collection and disaggregation from multiple sources Data-driven discussions and goal setting Flexible student groupings for remediation and enrichment Effective use of instructional tools Focus on enhancing Tier 1 core Instruction for all students by implementing Savvas enVision Algebra I curriculum with fidelity.

	<ul style="list-style-type: none"> ● Emphasize the importance and coach teachers with best practices as it relates to instructional delivery <ul style="list-style-type: none"> ○ Engagement ○ Differentiation ○ Small Group instruction ○ Unpacking standards ○ Assessments ● Observe instruction and provide actionable and sustainable feedback ● Establish district and school based MTSS plans that are aligned to state guidelines to provide positive learning experiences for all students. ● Consistently monitor and support MTSS implementation at all schools ● Provide appropriate interventions and consistently collect student progress monitoring data to determine next steps ● Customize professional development opportunities to support teaching and learning ● Promote and provide support to create a data literate culture within our district ● Effectively utilize data researchers to build capacity and expand current data use for instructional decision making and goal setting ● Provide high quality instructional resources and support ● Review district wide instructional tools (pacing guides, CFAs, support documents, etc.) and resources to calibrate alignment to state standards <ul style="list-style-type: none"> ○ Increase exposure and access to tools for all stakeholders ○ Emphasize focus on secondary tools and resources ● Provide, promote, and expand summer learning and extracurricular enrichment and remediation activities ● Effectively utilize instructional support staff to enhance Tier 2 and Tier 3 interventions and enrichment activities ● Align/increase alignment of PADEPP goals to current efforts
How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	The effective implementation of Professional Learning Communities (PLCs) and provision of Multi-Tiered Systems of Support (MTSS) supports the needs of all learners in Rock Hill schools. Targeted and aligned support and professional development will be provided by the instruction department to positively impact teaching and learning in our district.
Goal #5 Timeline	2023 = 47.8% 2024 = 50.8%

	2025 = 53.8% 2026 = 56.8% 2027 = 59.8%
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The district will utilize these funds to address learning loss by hiring 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 for fiscal years 2021-2022 and 2022-2023. Beginning in fiscal year 2023-2024, the district will utilize these funds to cover the salary and benefits of the Virtual Academy teachers and interventionists.

The district will provide tutoring support before, during, and after school for FY22-23 and FY23-24. The district will purchase instructional software licenses for elementary and secondary students (math, ELA, music, online credit recovery, etc.) for FY22-23 and FY23-24. The district will utilize a vendor to provide ACT/SAT test prep services. The district will purchase instructional software licenses, instructional kits, manipulatives, classroom reading book sets. The district will have ESOL teachers create units of study for multilingual students. The district will purchase instructional software licenses and restorative practices professional development training for special education teachers. The district will purchase assessment kits and restorative practices materials for special education teachers.

The district will replace all elementary and secondary school library collections. An assessment was conducted. Of our elementary schools, 79% did not meet SC state standards. Only three schools met SC state standards at the basic level. The average age of collections is 2007, with an average of 19 items per student. The age of collections ranged from 2001 to 2013 and the items per student ranged from 13 to 29. Of our secondary schools, 0% met SC state standards. The average age of collections is 2010, with an average of 10 items per student. The age of collections ranged from 2003 to 2013 and the items per student range from 7 to 19. The district lost a significant number of books during COVID. School library characteristics linked to student achievement: library staffing, total library expenditures, librarian hours spent on teaching activities, circulation of library materials, size of collection, availability of computers, and number of group visits to the library.

The district will also provide district-wide professional development that will address student learning loss. Leader In Me, Rutherford, ProAdvisors, and PCL Activators.

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 PlanCategories 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 one speech pathologist, one psychologist, and one itinerant teacher. The speech pathologist 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. The district will periodically evaluate the necessity of the COVID response call center. 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

The district will utilize these funds to purchase the following: 1,800 student iPads and cases, 600 teacher laptops and cases, 1,920 student laptops, and 3,600 laptop cases for students.

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 additional mental health therapists, hire a crisis management assistant for each secondary school and to cover the salary and benefits of the mental health director.

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.

Two 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 camps, secondary academic 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 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 (or similar program) will be the baseline performance measure.

The secondary academic 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)

See Addressing Learning Loss on page 16.

School facility repairs and improvements

The district will utilize these funds to purchase mobile classrooms that will assist the district in decreasing overcrowding across the district. This will assist the district with decreasing the overcrowding that we are experiencing across the district. Decreasing overcrowding will enable the district to reduce the risk of virus transmission and support the overall health needs of these students.

Improving indoor air quality

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

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.

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 a payroll/accounting assistant. 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 administrator and the Virtual Academy guidance counselor. The district will contract with a company to provide live-streaming virtual teaching for elective area course offerings. 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.

In August 2022, the district requested feedback on the Return to In-Person Learning Plan and the ESSER ARP funding plan. The district received 227 responses. Of the responses, 83.3% were parents and 9.7% were from teachers. The other 7% were students, support staff, school/district level administrators, and 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:
 - Providing mental health services and support, 20.7%
 - Addressing learning loss, 16.3%
 - Addressing needs of highly vulnerable students, 13.7%
- Second most important category:
 - Providing mental health services and support, 17.2%
 - Purchase of education technology, 11.0%
 - Address needs of highly vulnerable students, 10.6%
- Third most important category:
 - Addressing learning loss, 11.9%
 - Facility repairs and improvements, 11.5%
 - Purchase of education technology, 11.0%

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, 28.2%
 - Additional academic assistance during the school day, 26.9%
 - Tutoring before, during, and after school, 24.2%
- Second best way:
 - Additional academic assistance during the school day, 26.0%
 - Tutoring before, during, and after school, 21.1%
 - Elementary class size reduction, 14.1%
- Third best way:
 - Additional academic assistance during the school day, 22.0%
 - Tutoring before, during, and after school, 18.5%
 - Additional English and Math teachers at middle and high school levels, 17.2%

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 amended spending plan.

In April 2023, the district requested feedback on the Return to In-Person Learning Plan and the ESSER ARP funding plan. The district received 138 responses. Of the responses, 73.9% were parents and 16.7% were from teachers. The other 9.4% were support staff, school level administrators, and other. 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:
 - Providing mental health services and support, 26.7%
 - Addressing learning loss, 14.1%
 - Facility repairs and improvements, 13.3%
- Second most important category:
 - Providing mental health services and support, 14.8%
 - Addressing learning loss, 14.8%
 - Purchase of education technology, 9.63%
- Third most important category:
 - Facility repairs and improvements, 16.3%
 - Providing mental health services and support, 11.9%
 - Purchase of education technology, 11.9%

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, 33.3%
 - Tutoring before, during, and after school, 19.3%
 - Additional academic assistance during the school day, 17.0%
- Second best way:
 - Comprehensive after school programs, 5.2%
 - Additional academic assistance during the school day, 4.4%
 - Additional English and Math teachers at middle and high school levels, 1.5%
- Third best way:
 - Comprehensive after school programs, 5.9%
 - Additional academic assistance during the school day, 3.7%
 - Additional English and Math teachers at middle and high school levels, 3.0%

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 amended spending plan.

Required Stakeholder	Date(s) of Input
Students	June 8, 2021-June 14,2021 January 11, 2022-January 19, 2022 August 2022 April 2023
Families	June 8, 2021-June 14,2021 January 11, 2022-January 19, 2022 August 2022 April 2023
School and district administrators	June 8, 2021-June 14,2021 December 15, 2021 January 11, 2022-January 19, 2022 August 2022 April 2023
Teachers	June 8, 2021-June 14,2021 August 9, 2021 (ESOL) November 16, 2021 (ESOL) January 11, 2022-January 19, 2022 August 2022 April 2023
Principals & school leaders	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 August 2022 April 2023
Other educators, school staff	June 8, 2021-June 14,2021 December 8, 2021 (ESE) January 11, 2022-January 19, 2022 August 2022 April 2023
Professional organizations	June 8, 2021-June 14,2021 January 11, 2022-January 19, 2022 August 2022 April 2023
Other stakeholders representing key student subgroups	June 14, 2021-June 15, 2021 January 11, 2022-January 19, 2022 August 2022 April 2023

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.