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Huron City Schools Local use of ARP Funds Plan

Below is the draft plan for the use of ARP ESSER funds provided to the Huron City School District, which totaled **\$1,606,305.88**. Below are the responses to eight questions that are part of the ARP ESSER Application.

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

Answer:

Huron City Schools will open this fall operating a full 5 day a week in-person model. Our operations staff continues to use extensive mitigation strategies that we initiated in the previous years. We are in constant contact with our county health commissioner and regional colleagues for up-to-date information.

- We partnered with the county health department to offer on-site vaccination clinics. Funds will be used to purchase supplies for cleaning. Funds will also be used for touchless faucets and restroom renovations to promote mitigation strategies.
- To lessen the amount of handling of shared devices and use of computer labs, the district will purchase student devices that will be assigned to individual students. These devices will stay with the student the entire year.
- HCS will also transform large spaces into learning spaces to assist with social distancing. We will repurpose our cafeterias after breakfast and after lunch into learning spaces. We will also do this in our high school's union space as well as turn our board room into a learning space (this space is located in our primary building and accessible through a connecting hallway).
- We will also pursue purchasing student desks/workstations that can be spaced apart, reconfigured and moved as necessary at our intermediate and high school buildings.

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

Answer:

Huron City Schools will offer summer opportunities for credit as well as enrichment. We will implement a multi-pronged approach to not only meet as many students' needs as possible but also make the opportunities accessible to as many families as possible.

- Our primary building will offer small group, in-person tutoring to identified students during the summer months.
- Our intermediate building will offer in in-person and online enrichment programming in the summer. Our intermediate and jr. high building will also offer small group, in-person tutoring to identified students in the summer.
- Our high school will offer for credit remediation courses online in the summer and in-person during the school year. Transportation will be made available to students/families who choose to participate in person during the summer programming. The costs associated with the opportunities include staffing, transportation, training of staff, software access, and consumable supplies.

Question 3: How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Answer:

Based on our district-wide assessment, we will be using the remaining funds to support a capital project involving our track facility.

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

Answer:

HCS will continue to utilize a variety of interventions and funds beyond ARP (ESSER II, Student Wellness Funds) to support all students with respect to academic, social-emotional and mental health needs.

- HCS increased our counseling staff (including the purchased services of a full time social worker) to help students, families and staff experiencing struggles related to the pandemic.
- We recognize the strong need for a healthy school start at our primary building and are increasing the time of our Title I teacher through ESSER II. Due to our numerous community partnerships, we have been able to offer our low-income students and students with disabilities extended programming this summer. For all students listed in the groups above, we look at our data and offer services in accordance with and to meet their individual needs.

Question 5: Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

Answer:

HCS initial determination of needs came from our collective experiences from March of 2020 through June 30, 2021. We anticipate as we get underway this year that we will need to revisit our priorities as data continues to come in.

- We reviewed our students' benchmark data, quarterly grades, behavior/attendance data, spring testing data, and counseling referral areas. Principals and department directors discussed trends at monthly check-ins.

- We also surveyed parents/guardians as to what their priorities are and what they would have their students participate in. We recognize we may see additional or different needs as time moves on and know we may need to re-prioritize.
- Revised for SY22-23: As SY21-22 moved along we became aware of the dire shape our track facility is in. Please see the Capital Outlay application.*

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

Answer:

We anticipate beginning to implement most of these items quickly after final approval from ODE while other services depend on the school calendar (ie: summer programming).

Question 7: Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators and other staff.

Answer:

These funds will allow us to keep our blended learning model (staffing, devices, software access, etc.). As mentioned above, we need to provide devices to students and staff that allow remote/blended learning to occur. The space to conduct remote learning is also key for both the students and the teaching staff. Live remote learning had its challenges as interactive white boards washed out due to window glare or poor classroom lighting. With our blended option, students will be able to access their curriculum online and also come into our building for supports.

We will have a dedicated .5 FTE staff member to ensure this option fully meets students/families' needs.

*Update for SY22-23: We will not be offering a total remote option for students. If a student needs to go remote, we will work with the family to provide a blended experience.

Question 8: Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

Answer:

- Our district was fortunate enough to have a fall hybrid semester followed by a full return spring semester in SY20-21. This allowed us to use our vendor assessment to assess students and better understand their academic needs. HCS will continue to use this avenue for the SY21-22 as well as other data sources to best understand where students are and how we can better meet their needs.
- Our entire primary staff will be implementing an evidence based multi-modality reading/language framework this year to improve reading comprehension. We are providing families information regarding what we can do together to better support our collective goals of a great educational experience for our students. We have scheduled a variety of fun and engaging opportunities for families at the schools that promote literacy, numeracy, and well-being. Our attendance data shows we have work to do to keep students/families engaged this year. To this end, we decided to keep a piece of our blended learning format from SY20-21.

- We will continue to implement attendance intervention plans from last year and review them with families at the beginning of this year to ensure a positive start for all parties. We are constantly looking for innovative ways to remove barriers (real and/or perceived) for students and their families when it comes to attending school. We are fortunate that we have community partners that also assist in this endeavor. Update for SY22-23: We will not have a free-standing remote option this year. If a family needs to be provided a remote option, we will work with that family to provide what they need.