

Hilldale Public Schools

ARP ESSER III Plan

Part 1: Strategies for Prevention and Mitigation of COVID

The extent to which and how the funds will 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.

COVID-19 and its variants have brought many challenges to Hilldale Public School, but we are proud to have implemented safety measures that will allow us to keep our schools open during the school years following COVID shut-down.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Hilldale Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2023-2024 school year.

ESSER III Project	Strategy/Item for Prevention & Mitigation
Additional Teachers	The addition of classes to be able to social distance and to provide more assistance in all subject matter from elementary to high school in order to assist in helping student Make-up for lost learning.
Learning Management Systems	To provide online assessment tools to benchmark student progress and to identify skills lost or missing from loss of instructional time
Professional Development / Ongoing supports to help students gain lost skills. This PD will be with teachers both individually and in the classroom with students.	According to our needs assessment and consultation meeting our committee determined without doubt our teachers needed ongoing support to assist in aligning the lost standards to the curriculum and grade level standards. This ongoing assistance in assisting teaching staff directly affects the instruction of students and gaining the loss skills. This was listed as one of the top needs in our needs assessment.

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Part 2: Strategies for Addressing Learning Loss

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.

ESSER III Project	Strategy for Addressing Learning Loss
Elementary Counselor / School Psychologist (Matching salary with the Counselor Corp Grant)	Reduce the Counselor/ Student Ratio to more fully support the Social/ Emotional & Mental Health Needs of Students at All Levels by maintaining an additional counselor to the Elementary and Middle School, maintaining LPC counselors split between the elementary. The addition of a part time school psychologist will assisting in the assessment of skills lost during COVID.
Intervention / Reading teacher	Establish Multi-Tier Systems of Support; Provide direct Tier III intervention services with most vulnerable students with staff receiving specialized training.
Additional Staff	To provide additional staff throughout the district to assist with class size for recovery learning.
SEL Programs	To provide for the social emotional needs of our students. These programs will assist teachers, counselors, and administration in the mental health needs of our students.

- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time
- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 36% of the ARP ESSER III Allocation

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Part 3: Other ARP ESSER III Expenditures

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

The planned projects in Hilldale Schools ARP ESSER III Plan are all categorized in Part 1: Strategies for Prevention and Mitigation of COVID; or Part 2: Strategies for Addressing Learning Loss. We have no expenditures planned in the “Other” category.

Expenditure	Allowable Use

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Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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

Our Commitment to the Continuity of Excellence

Setting the Table to Support All Students with Extra Measures for MVPs MVPs = Most Vulnerable Populations

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Interventionist:</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 interventions as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement a Habitudes and Kimochis – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Counselor positions will allow more 1:1 interaction with students.</p>	<p>Added Counselor position:</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee and Creek Nation and GCBH services</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of different ethnic groups	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 interventions as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Implement a Habitudes and Kimochis – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor position: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee and Creek Nation.</p>
English Learners	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 interventions as needed.</p> <p>Summer and After-School programs designed for Els</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Provide community classes for parents and extended family.</p>	<p>Added Counselor: Implement a Habitudes and Kimochis – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Creek and Cherokee Nation.</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students with Disabilities	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 interventions as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p>	<p>Implement a Habitudes and Kimochis – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee and Creek Nation.</p>
Students Experiencing Homelessness	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 interventions as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p>	<p>Added Counselor: Implement a Habitudes and Kimochis – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee and Creek Nation.</p>

	<p>The district will make every effort to receive school records from previous schools.</p> <p>Counselor: Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>		
Children in Foster Care	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 interventions as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p>	<p>Added Counselor: Implement a Habitudes and Kimochis – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee and Creek Nation.</p>
Migratory Students	<p>Identify any migratory students at the point of enrollment.</p> <p>Interventionist: Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p>	<p>Implement a Habitudes and Kimochis – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee and Creek Nation.</p>