



MILLCREEK-WEST UNITY
LOCAL SCHOOL DISTRICT
1401 W. Jackson St.
West Unity, OH 43570

Jim Wyse, Superintendent
419-924-2365 ext 2322

Traci Thompson, Treasurer
419-924-2365 ext 2378

HILLTOP HIGH SCHOOL
Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

HILLTOP ELEMENTARY SCHOOL
Laurie Worline, K-6 Principal
419-924-2365 ext 2351

STUDENT SERVICES DIRECTOR
Bill Boyer
419-924-2365 ext 2202

K-12 GUIDANCE COUNSELOR
Amber Metzger
419-924-2365 ext 2111

K-12 CARE COORDINATOR
Amy Welling, LSW
419-924-2365 ext. 2377

CUSTODIAL MANAGER
Bill Williams
419-924-2365 ext 2148

FOOD SERVICE MANAGER
Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

BOARD OF EDUCATION
MEMBERS:
Heather Jones, President
Brian Wieland, Vice-President
Sarah Carothers
David Chester
Randy Mahlman

Millcreek-West Unity Local School District

Hilltop Schools Safe Return to In-Person Instruction, Continuity of Services Plan, & Local Use of Funds Plan

Revised & Reposted on Website: December 21, 2021

Resubmitted the Website Link to ODE on December 21, 2021 via Email to:
[*continuityplan@education.ohio.gov*](mailto:continuityplan@education.ohio.gov)

INTRODUCTION & NECESSITY OF CONTINUITY PLAN

During the past two school years, the Millcreek-West Unity Local School District provided the best educational offerings possible for students while under pandemic restrictions, whether instruction and curriculum was selected by parents to be delivered onsite (at Hilltop Schools) or through remote (at-home) learning. After experiencing the past two school years, our belief is that most students learn best when instruction is delivered in a physical setting that includes their teachers and peers. We have been able and plan to continue providing onsite learning for students. Since the pandemic conditions are on a downward trend, it is our plan to return to onsite learning for all students and that remote learning will not be an educational option, at least not in the foreseeable future.

The recently passed American Rescue Plan (ARP) provides federal resources to support state and local initiatives intended to respond to the long-term impact of the COVID-19 pandemic. In order to receive ARP funds, school districts must develop a plan for a safe return to in-person instruction and the continuity of student services. Since we have been experiencing safe in-person learning, it should be an easy transition for our District to continue providing onsite learning for **ALL** students.

Hilltop's continuity plan was developed with stakeholder feedback and will be reviewed at least every six months and revised as necessary through September 30, 2023. When deemed appropriate, the Superintendent will make amendments to the plan on behalf of the school district and the most current plan will be posted on the District's website.



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MITIGATION STRATEGIES

MILLCREEK-WEST UNITY
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To extent possible, the District will return to a pre-pandemic educational learning environment. If conditions and corresponding mandates change, the District will review conditions and make necessary changes to protocols. The following are mitigation protocols designed for a return to a regular learning environment:

- **Physical distancing** will return to pre-pandemic conditions. However, to the extent practical, physical distancing will be encouraged in all settings.
- **Hand washing** and sanitizing will be encouraged at frequent intervals. Sanitizing stations will be available at entry and exit points of the building.
- **Facility cleaning** protocols will return to pre-pandemic routines, but sanitation will continue on a regular basis. If an outbreak of any contagious disease occurs, additional cleaning and sanitizing will take place. Improved airflow (increased ventilation using outdoor air) will continue.
- **Universal Facemask wearing** will not be expected. However, if a student (or parent/visitor) prefers to wear a facemask, mask wearing will be permitted.
- **Contact tracing** will be based on guidance for all infectious diseases and will follow protocols established by state and local health departments.
- **Vaccinations** have been and will continue to be encouraged for students and employees. Almost 77% of staff members have been vaccinated to help mitigate the risk of contracting or spreading the COVID-19 virus.
- **Arrival & Dismissal** of students will continue to be staggered to avoid congestion. Unless conditions warrant, student and staff temperatures will not be taken upon entering the building and facemasks will not be provided on buses or at school. To the extent practical, students will be separated on buses to promote social distancing and appropriate bus behavior.
- **Diagnostic and screening tests** will be available for students and staff.
- **Cafeteria seating** for students will continue to be socially distanced to the extent possible. Traffic flow to and from the cafeteria will continue to be in one direction to the extent possible to minimize cross traffic patterns.
- **Playground** zones will continue to be enforced to avoid mingling of various student groups, which will help with contact tracing (if needed).
- **Student activities** (extra-curricular and curricular) will proceed as normal unless a governing body, such as the OHSA, mandates specific protocols. Accommodations will be made for children with disabilities.



Millcreek-West Unity Local School District

SECTION ONE

IDENTIFYING ACADEMIC NEEDS OF IMPACTED STUDENTS

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Spring 21	Identifying Academic Needs
<p>Hilltop Elementary (K – 6): Hilltop Elementary uses the following to measure its students' academic performance: DIBELS; STAR Reading; Lumos Learning; Ohio State Practice Test; McGraw-Hill Wonders Reading Weekly Assessment and Unit Assessments; Moby Max; Pearson Math assessments; Ascend Math; Star Math; IOWA; COGAT; Formative; Summative; Restart Readiness Checkpoint and Benchmark assessments.</p> <p>Hilltop Elementary is experiencing an influx of newly qualified IEP students, likely as a result of the COVID shutdowns. Many students who were already "at risk" or borderline declined significantly, causing them to struggle this year and many are now qualifying for specialized services. The ETR process has qualified a larger percentage of students for special education services than is typical. Having more students qualify for specialized services is a positive step, but our special education staff is struggling to keep up with the increased caseload and to provide services for a higher numbers of students. The elementary special education program has a high proportion of third grade students with deficits in learning that have not been in school due to COVID (homeschooling and distance learning), and have returned to school near the end of third grade. Some special education students who have missed significant onsite instruction due to quarantines are not making adequate progress. Due to delays in reading and the lack of in-person instruction, many students are behind and not able to keep up with their peers, especially in the areas of reading, math, science, and social studies.</p> <p>Third graders took the Third Grade Reading Guarantee assessment in the fall of 2020. There were a significant number of students who did not pass the test. This is typical for the fall assessment, but the percentage of failure is higher this year. Analyzing the data from items missed on state tests helps guide what standards need to be addressed before spring testing.</p> <p>Comparing data from previous years to this year helps to determine what was lost from the statewide school shutdown during the spring of 2020.</p> <p>Some remote learning students are failing to turn items in on time or are not turning items in at all.</p> <p>Hilltop JH/HS (7 – 12): Hilltop JH/HS is using the following to measure its students' academic performance: STAR Reading; Ohio State Practice Test; HMH Math assessments; Ascend Math; Star Math; COGAT; Formative; Summative; Restart Readiness Checkpoint and Benchmark assessments.</p> <p>Hilltop JH/HS is experiencing an influx of newly qualified IEP students, which we believe is a direct result of the COVID shutdowns. Many students who were already "at risk" or borderline declined significantly, causing them to struggle this year and many are now qualifying for specialized services. The ETR process has qualified a larger percentage of students for special education services than is typical. Having more students qualify for specialized services is a positive step, but our special education staff is struggling to keep up with the increased caseload and to provide services for a higher numbers of students. Some special education students who have missed significant days of school due to quarantines are not making adequate progress. Due to delays in reading and the lack of in-person instruction, many students are behind and not able to keep up with their peers, especially in the areas of reading, math, science, and social studies.</p>	



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Summer 21	Identifying Academic Needs
Hilltop Elementary (K – 6): Continue identifying academic needs as outlined in Spring 2021 Hilltop JH/HS (7 – 12): Continue identifying academic needs as outlined in Spring 2021	



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2021–2022	Identifying Academic Needs
Hilltop Elementary (K – 6): Continue identifying academic needs as outlined in Spring & Summer 2021. In addition: <ol style="list-style-type: none"> 1. Implement a performance-tracking tool, such as <i>Performance Matters or Mastery Connect</i>, to better identify and track the academic progress of all students, especially those who need intervention. 2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Please Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying causes of each student's excessive absences in order to improve academic performance. 	
Hilltop JH/HS (7 – 12): Continue identifying academic needs as outlined in Spring & Summer 2021. In addition: <ol style="list-style-type: none"> 1. Implement a performance-tracking tool, such as <i>Performance Matters or Mastery Connect</i>, to better identify and track the academic progress of all students, especially those who need intervention. 2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Please Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying causes of each student's excessive absences in order to improve academic performance. 	



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2022– 2023	Identifying Academic Needs
	<p>Hilltop Elementary (K – 6): Continue identifying academic needs as outlined in Spring & Summer 2021, as well as in school year 2021 - 2022.</p> <p>Hilltop JH/HS (7 – 12): Continue identifying academic needs as outlined in Spring & Summer 2021, as well as in school year 2021 - 2022.</p>



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SECTION TWO

APPROACHES TO ADDRESS ACADEMIC GAPS

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Spring 21	Approaches to Address Academic Needs
<p>Hilltop Elementary (K – 6): Hilltop Elementary has two elementary tutors; one tutor is assigned to K – 3 for reading intervention and one to grades 3 – 6 for reading and math intervention. Several high school students are volunteering to work with elementary students who need additional assistance.</p> <p>A new remote instructor was employed in Fall 2020 to work with remote students in grades K – 6. The instructor has worked effectively with remote students and their families, and has been a vital component of our efforts to create a smooth transition for students returning from remote instruction, homeschooling, or online charter schools. When remote students or others with identified gaps in learning begin onsite instruction, the remote instructor works with them to address each student's identified deficits.</p> <p>Computer-based instruction is utilized to target and address learning loss. Programs such as Ascend Math, Wonder Works, STAR, Study Island, Reading Eggs, and Moby Max are used to individualize instruction and monitor progress. Funding for programs to address learning loss is essential to continue providing supports and interventions for students who are below grade level.</p> <p>Some students stay after school to complete work and receive additional instruction and intervention. Others have been assigned Saturday School sessions for additional assistance.</p> <p>In late February and continuing until spring assessments, tutoring is offered three times a week, before school hours, for students who did not pass the fall Third Grade Reading assessment.</p> <p>The following interventions are used in the classroom setting: differentiation; spiraling; re-teaching & re-assessment; online assignments (game activities to reinforce content); small groups; co-teaching; one-on-one remediation; leveled readers and assessments (Wonders); peer editing; peer assistance; and extended time.</p> <p>Hilltop JH/HS (7 – 12): Remote students in grades 8 – 12 use the NOVA program for curriculum and instruction. NOVA is also used for credit recovery for students in grades 9 – 12. Several high school students are volunteering to work with 7 – 12 students who need additional assistance. Junior High students who chose remote learning received instruction from core curriculum teachers using Google classroom.</p> <p>Computer-based instruction is being utilized to target and fill gaps in learning. Programs such as Ascend Math provide individualized instruction and monitor progress. Continued funding for Ascend Math is essential to provide supports and interventions for students who are below grade level. STAR testing is being used to track progress in reading and math.</p> <p>Some students stay after school to complete work and receive additional instruction and intervention. Others have been assigned Saturday School sessions for additional assistance.</p> <p>The following interventions are used in the classroom setting: differentiation; spiraling; re-teaching & re-assessments; online assignments (game activities to reinforce content); small groups; co-teaching; one-on-one remediation; leveled readers and assessments (Wonders); peer editing; peer assistance; and extended time.</p>	



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Summer 21	Approaches to Address Academic Needs
<p>Hilltop Elementary (K – 6): Reading and math instruction will be the core content focus for students in kindergarten through grade six. Due to the large number of students who are significantly behind in foundational competences, direct instruction in reading foundational skills will be offered remotely, onsite, or as a blend of the two instructional modalities.</p> <p>Once gaps are identified, tutoring will be offered to students in their specific areas of deficiency. According to a number of recent studies, tutoring is believed to be the most important intervention to address gaps in learning. To remove obstacles to summer learning and tutoring, a blend of remote and onsite learning will be offered to students with identified learning loss. To enhance the onsite learning experience, nutritious snacks or meals and transportation will be offered to students without charge.</p> <p>Hilltop JH/HS (7 – 12): Reading, math, science and social studies instruction will be the core content focus for students in grades seven through twelve.</p> <p>Once gaps are identified, tutoring will be offered to students in their specific areas of deficiency. According to a number of recent studies, tutoring is believed to be the most important intervention to address gaps in learning. To remove obstacles to summer learning and tutoring, a blend of remote and onsite learning will be offered to students with identified learning loss. To enhance the onsite learning experience, nutritious snacks or meals and transportation will be offered to students without charge.</p>	



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2021–2022	Approaches to Address Academic Needs
Hilltop Elementary (K – 6): Continue addressing academic needs as outlined in Spring & Summer 2021. In addition, implement the following approaches: <ol style="list-style-type: none"> 1. Schedule regular tutoring/intervention times with students who still show gaps in learning. 2. Employ an additional 1/2-time intervention aide to work with students who are not at grade level. Assign all available aides to monitor certain at-risk groups. 3. Purchase new textbooks to replace those that are out of date. 4. Increase the number of teacher manuals, resources, textbooks, workbooks, and online licenses to curriculum materials so all Intervention Specialists and Tutors have access to the grade level resources they need. 5. Offer before and/or after school tutoring for students who are behind in core content areas, especially reading and math. 	
Hilltop JH/HS (7 – 12): Continue addressing academic needs as outlined in Spring & Summer 2021. In addition, implement the following approaches: <ol style="list-style-type: none"> 1. Schedule regular tutoring/intervention times with students who still show gaps in learning. 2. Employ an additional 1/2-time intervention aide to work with students who are not at grade level. Assign all available aides to monitor certain at-risk groups. 3. Purchase new textbooks to replace those that are out of date. 4. Increase the number of teacher manuals, resources, textbooks, workbooks, and online licenses to curriculum materials so all Intervention Specialists and Tutors have access to the grade level resources they need. 5. Offer before and/or after school tutoring for students who are behind in core content areas, especially reading and math. 	



Hilltop Cadets

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2022– 2023

Approaches to Address Academic Needs

Hilltop Elementary (K – 6):

Continue addressing academic needs as outlined in Spring & Summer 2021, as well as in school year 2021 - 2022.

Hilltop JH/HS (7 – 12):

Continue addressing academic needs as outlined in Spring & Summer 2021, as well as in school year 2021 - 2022.



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SECTION THREE

IDENTIFYING SOCIAL & EMOTIONAL NEEDS

Spring 21	Identifying Social & Emotional Needs
Hilltop Elementary (K – 6): The following are used to identify students who need social and emotional supports: <ol style="list-style-type: none"> 1. Open communication between staff members, the school guidance counselor and care coordinator helps to identify students with social and emotional concerns. 2. SEL classroom lessons provided by the care coordinator help to identify students who may have social and/or emotional needs. 3. Attendance is tracked weekly and the care coordinator intervenes with students and families as appropriate. 4. Students, parents, and staff members may refer students to the guidance counselor and/or care coordinator for further assistance. 	
Hilltop JH/HS (7 – 12): Students are identified and referred to the school counselor or social worker by self-referrals, teachers, parents, or other school personnel. In addition, the following are used to identify students who need social and emotional supports: <ol style="list-style-type: none"> 1. Open communication between staff members, the school guidance counselor and care coordinator helps to identify students with social and emotional concerns. 2. Attendance is tracked weekly and the care coordinator and school counselor intervene with students and families as appropriate. 3. Students in grades 9-12 meet with school guidance counselor throughout the school year to discuss class problems, graduation progress, and personal issues/concerns. 4. 7-12 staff members use a Google document to track/communicate behavior concerns from students in the classroom. 5. 7-12 students/staff members complete an SEL character traits survey at the start of every school year. 6. Students in Health 8 and Health 9 complete the Signs of Suicide screening tool, which is reviewed by the school guidance counselor and care coordinator. 7. The school guidance counselor and JR High/HS Principal run weekly grades reports for students in grades 7-12 and meet with students who have D+ or lower in any subject. 8. Students in 7-12 who miss a set amount of periods for a specific class are required to come in and make up missed class periods with the JR High/HS Principal. 9. The School Guidance Counselor and JR High/HS Principal meet with seniors (and their parents) who are behind or at risk of not completing graduation requirements. 	



MILLCREEK-WEST UNITY
LOCAL SCHOOL DISTRICT
1401 W. Jackson St.
West Unity, OH 43570

Jim Wyse, Superintendent
419-924-2365 ext 2322

Traci Thompson, Treasurer
419-924-2365 ext 2378

HILLTOP HIGH SCHOOL
Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

HILLTOP ELEMENTARY SCHOOL
Laurie Worline, K-6 Principal
419-924-2365 ext 2351

STUDENT SERVICES DIRECTOR
Bill Boyer
419-924-2365 ext 2202

K-12 GUIDANCE COUNSELOR
Amber Metzger
419-924-2365 ext 2111

K-12 CARE COORDINATOR
Amy Welling, LSW
419-924-2365 ext. 2377

CUSTODIAL MANAGER
Bill Williams
419-924-2365 ext 2148

FOOD SERVICE MANAGER
Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

BOARD OF EDUCATION
MEMBERS:
Heather Jones, President
Brian Wieland, Vice-President
Sarah Carothers
David Chester
Randy Mahlman

Millcreek-West Unity Local School District

Summer 21	Identifying Social & Emotional Needs
Hilltop Elementary (K – 6): Continue identifying social and emotional needs as outlined in Spring 2021.	
Hilltop JH/HS (7 – 12): Continue identifying social and emotional needs as outlined in Spring 2021.	



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LOCAL SCHOOL DISTRICT
1401 W. Jackson St.
West Unity, OH 43570

Jim Wyse, Superintendent
419-924-2365 ext 2322

Traci Thompson, Treasurer
419-924-2365 ext 2378

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Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

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Laurie Worline, K-6 Principal
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CUSTODIAL MANAGER
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Shari Stough
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TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

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MEMBERS:
Heather Jones, President
Brian Wieland, Vice-President
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Randy Mahlman

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2021–2022	Identifying Social & Emotional Needs
Hilltop Elementary (K – 6): Continue identifying academic needs as outlined in Spring & Summer 2021. In addition: <ol style="list-style-type: none"> 1. Implement an online survey and/or tracking tool to better identify and monitor the social and emotional progress of students who need intervention. 2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying social and emotional causes of each student's excessive absences. 	
Hilltop JH/HS (7 – 12): Continue identifying academic needs as outlined in Spring & Summer 2021. In addition: <ol style="list-style-type: none"> 1. Implement an online survey and/or tracking tool to better identify and monitor the social and emotional progress of students who need intervention. 2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying social and emotional causes of each student's excessive absences. 	



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1401 W. Jackson St.
West Unity, OH 43570

Jim Wyse, Superintendent
419-924-2365 ext 2322

Traci Thompson, Treasurer
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Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

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TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

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MEMBERS:
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Brian Wieland, Vice-President
Sarah Carothers
David Chester
Randy Mahlman

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2022– 2023	Identifying Social & Emotional Needs
	<p>Hilltop Elementary (K – 6): Continue identifying social and emotional needs as outlined in Spring & Summer 2021, as well as school year 2021 – 2022.</p> <p>Hilltop JH/HS (7 – 12): Continue identifying social and emotional needs as outlined in Spring & Summer 2021, as well as school year 2021 – 2022.</p>



Millcreek-West Unity Local School District

SECTION FOUR

APPROACHES TO ADDRESS SOCIAL & EMOTIONAL NEEDS

MILLCREEK-WEST UNITY
LOCAL SCHOOL DISTRICT
1401 W. Jackson St.
West Unity, OH 43570

Jim Wyse, Superintendent
419-924-2365 ext 2322

Traci Thompson, Treasurer
419-924-2365 ext 2378

HILLTOP HIGH SCHOOL
Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

HILLTOP ELEMENTARY SCHOOL
Laurie Worline, K-6 Principal
419-924-2365 ext 2351

STUDENT SERVICES DIRECTOR
Bill Boyer
419-924-2365 ext 2202

K-12 GUIDANCE COUNSELOR
Amber Metzger
419-924-2365 ext 2111

K-12 CARE COORDINATOR
Amy Welling, LSW
419-924-2365 ext. 2377

CUSTODIAL MANAGER
Bill Williams
419-924-2365 ext 2148

FOOD SERVICE MANAGER
Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

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MEMBERS:
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Brian Wieland, Vice-President
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David Chester
Randy Mahlman

Spring 21	Approaches to Address Social & Emotional Needs
Hilltop Elementary (K – 6): The Care Coordinator provides SEL lessons to elementary classes and talks with individual students who have been identified with personal/emotional difficulties. The following are used to provide additional social and emotional supports: <ol style="list-style-type: none"> 1. Dojo communication to parents from teachers for all classroom related matters. 2. RTI process to identify concerns in the area of academics and social emotional. 3. Interest survey for all teachers to give to students. 4. Second and Seventh Foundation (JH/HS students reading to elementary school students). 5. School-based mental health counselor from the Community Hospitals of Williams County at school one day per week, whose service is free to students in need. 6. National Youth Advocacy Program is delivered at school (paid through student insurance). 7. Mobile dentist sees students that meet the criteria every 6 months. 8. Dino Schools visit kindergarten and 1st grade to present SEL lessons. 9. Red Ribbon Week is celebrated for drug prevention and awareness. 10. School-based Hilltop Food Pantry is available for any Hilltop family that expresses a need. 11. Hilltop Elementary partners with community agencies to assist those in need at Christmas. 12. Hilltop Elementary partners with community agencies to assist with daily living needs. 13. Second Step SEL lessons are presented in 2nd, 3rd, 5th, and 6th grade. 14. Zones of Regulation lessons are presented in kindergarten. 15. PBIS, including student of the month and character trait awards reinforce positive behavior. 16. JH/HS National Honor Society students tutor at-risk elementary students. 17. Website lists school & community resources for social, emotional, and daily living needs. 	
Hilltop JH/HS (7 – 12): Students in 7-12 receive a Social-Emotional Learning curriculum through the Mayerson Academy. In the Academy class, students focus on their character strengths. The following are used to provide additional social and emotional supports: <ol style="list-style-type: none"> 1. One period is built into the 7 – 12 schedule for Social Emotional Learning/Peer Mentoring. 2. 7-12 students complete weekly Social Emotional Learning activities. 3. 7-12 students complete once a month career exploration activity/lesson. 4. Signs of Suicide program presents in health classes (8th & 9th), and students complete a suicide screening form. 5. Project Respect presents in health classes (8th & 9th) throughout the school year. 6. The student council operates a blood drive as a community service. 7. The student council operates a donation drive for needy kids, called Christmas for Kids. 8. The FFA operates a food drive for the Hilltop Schools food pantry. 9. Junior and senior National Honor Society members offer free tutoring to JH/HS students. 10. PBIS framework is used, which includes a student of the month program & Cadet Cafe. 11. National Youth Advocacy Program is delivered at school (paid through student insurance). 12. School-based mental health counselor from the Community Hospitals of Williams County is onsite one day per week to provide free mental health services for students in need. 13. Counselor website lists: Scholarship information, Graduation Requirements, Transcript Request, College Information, ACT Testing, SAT Testing, College Visit Information, Financial Aid Information, Local Job Openings, Recruiting Information, Honors Diploma, Career Information, school/community resources for social, emotional, & daily living needs. 14. School guidance Counselor and JR High/HS Principal meet with seniors (and their parents) who are behind or at risk of not completing graduation requirements, and to set up a plan to encourage all seniors to graduate on time with their peers. 	



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LOCAL SCHOOL DISTRICT
1401 W. Jackson St.
West Unity, OH 43570

Jim Wyse, Superintendent
419-924-2365 ext 2322

Traci Thompson, Treasurer
419-924-2365 ext 2378

HILLTOP HIGH SCHOOL
Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

HILLTOP ELEMENTARY SCHOOL
Laurie Worline, K-6 Principal
419-924-2365 ext 2351

STUDENT SERVICES DIRECTOR
Bill Boyer
419-924-2365 ext 2202

K-12 GUIDANCE COUNSELOR
Amber Metzger
419-924-2365 ext 2111

K-12 CARE COORDINATOR
Amy Welling, LSW
419-924-2365 ext. 2377

CUSTODIAL MANAGER
Bill Williams
419-924-2365 ext 2148

FOOD SERVICE MANAGER
Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

BOARD OF EDUCATION
MEMBERS:
Heather Jones, President
Brian Wieland, Vice-President
Sarah Carothers
David Chester
Randy Mahlman

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Summer 21	Approaches to Address Social & Emotional Needs
Hilltop Elementary (K – 6): Offer additional summer tutoring/mentoring/therapy programs to identified students.	
Hilltop JH/HS (7 – 12): Offer additional summer tutoring/mentoring/therapy programs to identified students.	



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LOCAL SCHOOL DISTRICT
1401 W. Jackson St.
West Unity, OH 43570

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Bill Boyer
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Amber Metzger
419-924-2365 ext 2111

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419-924-2365 ext 2148

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Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
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FAX
419-924-2367

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Brian Wieland, Vice-President
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David Chester
Randy Mahlman

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2021–2022	Approaches to Address Social & Emotional Needs
Hilltop Elementary (K – 6):	
Continue addressing social and emotional needs as outlined in Spring & Summer 2021. In addition:	
1. Fully implement a school-wide SEL curriculum, starting in kindergarten and continuing through grade six.	
Hilltop JH/HS (7 – 12):	
Continue addressing social and emotional needs as outlined in Spring & Summer 2021. In addition:	
1. Fully implement a school-wide SEL curriculum, starting in seventh grade and continuing through grade twelve.	



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Traci Thompson, Treasurer
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Steve Riley, 7-12 Principal
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Tony Gerig, Athletic Director
419-924-2365 ext 2331

HILLTOP ELEMENTARY SCHOOL
Laurie Worline, K-6 Principal
419-924-2365 ext 2351

STUDENT SERVICES DIRECTOR
Bill Boyer
419-924-2365 ext 2202

K-12 GUIDANCE COUNSELOR
Amber Metzger
419-924-2365 ext 2111

K-12 CARE COORDINATOR
Amy Welling, LSW
419-924-2365 ext. 2377

CUSTODIAL MANAGER
Bill Williams
419-924-2365 ext 2148

FOOD SERVICE MANAGER
Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

BOARD OF EDUCATION
MEMBERS:
Heather Jones, President
Brian Wieland, Vice-President
Sarah Carothers
David Chester
Randy Mahlman

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2022– 2023	Approaches to Address Social & Emotional Needs
Hilltop Elementary (K – 6): Continue addressing social and emotional needs as outlined in Spring & Summer 2021, as well as in school year 2021 – 2022.	
Hilltop JH/HS (7 – 12): Continue addressing social and emotional needs as outlined in Spring & Summer 2021, as well as in school year 2021 – 2022.	



Millcreek-West Unity Local School District

SECTION FIVE: RESOURCES

MILLCREEK-WEST UNITY
LOCAL SCHOOL DISTRICT
1401 W. Jackson St.
West Unity, OH 43570

Jim Wyse, Superintendent
419-924-2365 ext 2322

Traci Thompson, Treasurer
419-924-2365 ext 2378

HILLTOP HIGH SCHOOL
Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

HILLTOP ELEMENTARY SCHOOL
Laurie Worline, K-6 Principal
419-924-2365 ext 2351

STUDENT SERVICES DIRECTOR
Bill Boyer
419-924-2365 ext 2202

K-12 GUIDANCE COUNSELOR
Amber Metzger
419-924-2365 ext 2111

K-12 CARE COORDINATOR
Amy Welling, LSW
419-924-2365 ext. 2377

CUSTODIAL MANAGER
Bill Williams
419-924-2365 ext 2148

FOOD SERVICE MANAGER
Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

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MEMBERS:
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Brian Wieland, Vice-President
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David Chester
Randy Mahlman

Resource Links to Address Academic Needs

[What Works Clearinghouse](#)

Priority [Math](#), [Reading](#) and [Writing](#) Standards

[Determination of Student Educational Needs](#)

[Exceptional and At-Risk Youth](#)

[District & Building Level Educational Considerations & Planning](#)

[Teacher Level Educational Considerations and Planning](#)

[Non-Building Based Learning Opportunities](#)

[Ohio Improvement Process](#)

Resource Links to Address Social & Emotional Needs

[Panorama Equity Guide to Student Learning Loss](#)

[CASEL Online SEL Assessment Guide](#)

[Ohio's K-12 Social & Emotional Learning Standards](#)

[INFOhio's Educator Tools Curriculum Library](#) (filter for "Social Emotional Learning" under Subject)

[Ohio's Whole Child Framework](#)

<https://www.lead4change.org/>

Links & Resources for Teacher Professional Development

[Professional Learning Supports](#)

[Mental Health Resources](#)

NwOESC Customized Support

NWOCA Customized Support



Millcreek-West Unity Local School District

SECTION SIX: SUMMARY

It is worth repeating our belief that students make better academic progress through in-person learning. When in-person learning is interrupted, gaps in learning may occur. Although our plan is designed to address learning gaps so every student can experience success, we know that part of planning is the understanding that plans must change as new data is collected, especially if students are not making adequate progress towards their goals.

Our Safe Return to In-Person Instruction and Continuity of Services Plan is designed to be a fluid document and is, therefore, subject to change depending upon such factors as: (1) relevant student data from various assessments, such as benchmarking, formative, and state-mandated tests; and (2) if the national, state, or local response to COVID-19 changes, especially if it impacts our ability to continue providing onsite instruction and intervention.

To respond immediately to new student data and changing circumstances, *the superintendent is authorized to make amendments to the Safe Return to In-Person and Continuity of Services Plan on behalf of the school district. If this plan is amended, the most current version will be available via a link on the District's website at:*

<https://www.hilltop.k12.oh.us/COVID-19Updates.aspx>

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LOCAL SCHOOL DISTRICT
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West Unity, OH 43570

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419-924-2365 ext 2322

Traci Thompson, Treasurer
419-924-2365 ext 2378

HILLTOP HIGH SCHOOL
Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

HILLTOP ELEMENTARY SCHOOL
Laurie Worline, K-6 Principal
419-924-2365 ext 2351

STUDENT SERVICES DIRECTOR
Bill Boyer
419-924-2365 ext 2202

K-12 GUIDANCE COUNSELOR
Amber Metzger
419-924-2365 ext 2111

K-12 CARE COORDINATOR
Amy Welling, LSW
419-924-2365 ext. 2377

CUSTODIAL MAN/
Bill Williams
419-924-2365 ext 2148

FOOD SERVICE MANAGER
Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

BOARD OF EDUCATION
MEMBERS:
Heather Jones, President
Brian Wieland, Vice-President
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SECTION SEVEN: LOCAL USE OF FUNDS PLAN

MILLCREEK-WEST UNITY
LOCAL SCHOOL DISTRICT
1401 W. Jackson St.
West Unity, OH 43570

The following information details our plan to use ARP ESSER funds at the local level:

Jim Wyse, Superintendent
419-924-2365 ext 2322

Traci Thompson, Treasurer
419-924-2365 ext 2378

HILLTOP HIGH SCHOOL
Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

HILLTOP ELEMENTARY SCHOOL
Laurie Worline, K-6 Principal
419-924-2365 ext 2351

STUDENT SERVICES DIRECTOR
Bill Boyer
419-924-2365 ext 2202

K-12 GUIDANCE COUNSELOR
Amber Metzger
419-924-2365 ext 2111

K-12 CARE COORDINATOR
Amy Welling, LSW
419-924-2365 ext. 2377

CUSTODIAL MANAGER
Bill Williams
419-924-2365 ext 2148

FOOD SERVICE MANAGER
Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

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MEMBERS:
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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?

Our District reopened its doors on August 20, 2020 for onsite learning. At the time, parents had the option to enroll their children using our online curriculum. At the beginning of the 2020 – 2021 school year, approximately 16% of our students were enrolled into our remote learning option using our online curriculum. As the year progressed and by the end of the school year, almost all students previously enrolled in remote learning returned to onsite learning. Due to the low number of students remaining in remote learning, the District does not plan to offer this option during the 2021 – 2022 school year unless pandemic conditions become dire or the government mandates another statewide school shutdown. Therefore, ESSER funds will be used to continue to provide extra cleaning, sanitation, to maintain current staffing which was increased this year due to the pandemic, to provide more space for social distancing by expansion of our school facilities through a building addition, and to improve our school facility with improvements to our HVAC system. To address and combat learning loss, we will compensate current employees and create two new tutoring/intervention positions in order to provide more extended learning opportunities for students to help them recover from learning loss experienced due to the pandemic.

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 afterschool programs, or extended school year?

The District plans to employ current teachers to provide summer school and before/after school tutoring for students who experience learning loss. Before the 2020 – 2021 school year ends, classroom and special education instructors will assess their students to identify those who are below grade level (experiencing learning loss). The parents of students who are experiencing learning loss will be contacted by their classroom teacher, and their principal will invite them to our summer school enrichment program and to our before/after school tutoring program.



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HILLTOP ELEMENTARY SCHOOL
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CUSTODIAL MANAGER
Bill Williams
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TRANSPORTATION MANAGER
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419-924-2365 ext 2184

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

The District will spend the rest of its ARP ESSER funds in other activities that are necessary to maintain the operation of and continuity of its services by adding on to our school facility to improve social distancing and our indoor air quality. In addition, beginning with the 2021 – 2022 school year, the District plans to use ARP ESSER funds to employ two additional teachers to assist and instruct students during the school day and for after school instruction who need extra support in order to improve and enhance the likelihood of making sufficient academic and socio-emotional gains.

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 students.

Classroom, reading recovery (Title I), and special education teachers evaluate their students with appropriate, unbiased assessments designed to identify strengths and weaknesses in academic areas, especially reading and mathematics. School counselors, social workers, and our school psychologist will assist in the identification of students needing extra mental health support and services, as well as children who may be in foster care, migratory students, or those experiencing homelessness. Families in need will be provided information and assistance to help them access appropriate intervention services for their children.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

After the District developed a Remote Learning Plan and became aware of the number of students (approximately 16%) enrolled in offsite learning, the district began planning how best to “reach and teach” those who chose to be educated offsite. In addition, the District developed a Restart Plan for the 2020 – 2021 school year in order to mitigate the risks of pandemic spread while educating students who chose onsite learning. Teams of educators met in-person and using online platforms (Google Meet) to develop both plans, to purchase equipment and supplies, and to determine how best to



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419-924-2365 ext 2322

Traci Thompson, Treasurer
419-924-2365 ext 2378

HILLTOP HIGH SCHOOL
Steve Riley, 7-12 Principal
419-924-2365 ext 2141

Tony Gerig, Athletic Director
419-924-2365 ext 2331

HILLTOP ELEMENTARY SCHOOL
Laurie Worline, K-6 Principal
419-924-2365 ext 2351

STUDENT SERVICES DIRECTOR
Bill Boyer
419-924-2365 ext 2202

K-12 GUIDANCE COUNSELOR
Amber Metzger
419-924-2365 ext 2111

K-12 CARE COORDINATOR
Amy Welling, LSW
419-924-2365 ext. 2377

CUSTODIAL MANAGER
Bill Williams
419-924-2365 ext 2148

FOOD SERVICE MANAGER
Shari Stough
419-924-2365 ext 2144

TRANSPORTATION MANAGER
Gwyn Livensparger
419-924-2365 ext 2184

WEBSITE
www.hilltop.k12.oh.us

FAX
419-924-2367

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Randy Mahlman

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provide lessons to both onsite and remote learners. The most important needs of the District were to continue to deliver educational services to onsite learners and to provide exemplary online lessons for those who chose online learning or were unable to attend school onsite for a period of time due to isolation or quarantine requirements. The prevention of learning loss and the continuation of learning for all students became the highest priorities of the District.

a. **Estimated number of jobs created or retained as a result of this funding.**

- *2 remote instructors were initially hired for the 2020 – 2021 school year using ESSER I funds; they were replaced with 2 “learning loss” tutors/intervention instructors beginning with the 2021 – 2022 school year using ARP ESSER funds*

6. **Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.**

Summer school and enrichment programs will be funded using ARP ESSER funds. Two teachers were hired to provide additional support during the school day, as well as to assist with before and/or after school tutoring for students below grade level. Unfortunately, not all parents will permit their children to attend summer school or tutoring sessions. Therefore, two additional teachers were hired with ARP ESSER funds to target, during the school day, those students whose parents would not allow for them to be enrolled in summer programming or other extended learning opportunities. Classroom and special education teachers will also be offered before and/or after school tutoring positions for their students to take advantage of existing relationships and the knowledge they have of their students' academic levels. We plan to offer summer school in June 2022, as well as offer extended learning opportunities throughout the 2022 – 2023 school year by maintaining employment of the two new learning loss instructors.

7. **Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.**

Very little, if any, ARP ESSER funds will be allocated towards remote learning. For the 2021 – 2022 school year, the District does not intend to promote remote learning. Most of our students continued with onsite learning during the 2020 - 2021 school year, unless they were isolated or



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LOCAL SCHOOL DISTRICT
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West Unity, OH 43570

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quarantined due to COVID-19. Almost all students who began with remote learning instruction during the fall of 2020 have since returned to onsite learning. Especially since effective COVID-19 vaccines are now prevalent, we predict most, if not all students will return to onsite learning. For the few high school students who decide not to return due to health concerns, we will offer (but not promote) our online learning platform. We may also use some of our ARP ESSER funds to provide a small number of high school students access to an online, credit recovery curriculum so they stay on-track for high school graduation.

8. 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.

Each classroom teacher (for onsite learners) and remote instructors (for remote learners) will monitor student progress using formative and summative assessments. Students who are not at grade level will be provided opportunities to participate in extended learning activities. Interventions and instruction will be offered after school hours and on Saturdays during the school year. During the summer months, students needing more assistance will be offered various opportunities for summer learning activities (summer school/camp). Employees will be compensated for extra time logged to address gaps in student learning. The District will continue to provide services and assistance to students and staff using ARP ESSR funds. Summer school sessions (June & August, 2021) were offered to at-risk students identified by their teachers as those who would benefit the most from extended learning opportunities. Communication to parents (phone calls, emails, letters sent home via snail mail, etc.) about the importance of enrolling their children in summer learning activities is in progress. We plan to offer summer school sessions (June & August, 2022) using ARP ESSR funds.

Beginning in August 2021 and throughout the 2021 - 2022 school year, summer school activities, after school and Saturday school instruction, and extra staffing to support at-risk students will be provided for or maintained using ARP ESSR funds. Before and after school tutoring sessions will be offered to those students who have learning loss. Teachers, aides, counselors, social workers, bus drivers, and cafeteria staff will continue to be maintained at pre-pandemic levels in order to continue and improve upon our efforts to support for each student, especially those who are experiencing gaps in learning or socio-emotional trauma exacerbated by



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the pandemic, and to provide for more social distancing for students and staff members. Attendance for all students will be tracked using our student information system program and our principals and attendance officers will contact and arrange meetings for students who have excessive absences.

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