

# **HORIZON SCIENCE ACADEMY TOLEDO**

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## **Horizon Science Academy Toledo School Plan**

**for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund**



**U.S. Department of Education Issued:**

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## **Introduction**

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

## A. Describing the School's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, the School will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's *Safer Schools and Campuses Best Practices Clearinghouse* so that they can be shared with other States and LEAs.

**Connectivity has proven essential during the pandemic. Locally, the school has used funds to both provide connectivity to previously unconnected students and families as well as provide devices necessary to access digitally provided content material. As we rebound from the pandemic, it is essential that we make the most of all instructional time that we have available. To do this, the school has invested heavily in the purchase of proven vendor curriculum materials. Not only does the presence of these materials in the school lessen the burden on teachers to engage in original planning, it also ensures that materials provided to students are tested and proven. Regaining the ground lost during the pandemic will also require the efforts of additional staff members. To further reduce the student-to-teacher ratio, the school has dedicated some funds to hiring additional staff members to support student needs.**

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

**As we make an attempt at returning to normal, both teachers and students struggle to reacclimate to rigorous classroom expectations. Accomplishing the serious academic tasks that are necessary to produce the desired growth in the face of this burn-out presents a serious challenge that we have yet to fully determine how to overcome. Fully recovering from the pandemic will require more than just a focus on academics. Students, like adults, retain mental scars from their pandemic experiences. To mitigate the lasting impact of these experiences, the school will continue to focus heavily on social emotional learning (SEL), integrating daily learning experiences into students' core curriculum.**

3. Identifying Needs of Underserved Students: Describe your School's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
  - i. Students from low-income families,
  - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
  - iii. Gender (e.g., identifying disparities and focusing on underserved student

- iv. groups by gender),
- iv. English learners,
- v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- vi. Students experiencing homelessness,
- vii. Children and youth in foster care,
- viii. Migratory students, and
- ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students). To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

**Students in high-need and/or marginalized groups experienced additional needs as a result of the pandemic. The impact of these needs was particularly pronounced at Horizon Science Academy Toledo as 100% of our students come from low-income families and 90% of the students identify as belonging to an racial minority group. These needs are outlined in the table, below:**

<b>Student group</b>	<b>Highest priority needs</b>
Students from low-income families	1. Internet connection 2. Access to devices 3. Social-emotional needs
Students from each racial or ethnic background used by the School for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	1. Social-emotional needs (specifically in the area of equity) 2. Culturally relevant curriculum material.
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<b>Female Students</b> 1. Access to STEM resources 2. Equitable access to extracurricular activities
English learners	1. Receipt of services not provided during the pandemic 2. Provision of specialized curriculum materials
Children with disabilities	1. Receipt of compensatory services 2. Device access

Students experiencing homelessness	<ol style="list-style-type: none"> <li>1. Device access</li> <li>2. Internet connection</li> <li>3. Social-emotional learning needs</li> </ol>
Children and youth in foster care	<ol style="list-style-type: none"> <li>1. Device access</li> <li>2. Internet connection</li> <li>3. Social-emotional learning needs</li> </ol>
Migratory students	<ol style="list-style-type: none"> <li>1. Device access</li> <li>2. Internet connection</li> <li>3. Social-emotional learning needs</li> </ol>
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	<p><b>LGBTQ+ Students</b></p> <ol style="list-style-type: none"> <li>1. Social-emotional learning needs (specifically in the area of gender identity)</li> <li>2. Access to counseling and supportive adults</li> </ol>

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the school in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the School use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

**The school will engage in data-based decision making to increase the speed with which students and staff can recover from the pandemic. To ensure the availability of reliable, fresh data, the school will consistently use a variety of data sources. To gather academic ability and growth data, the school will administer the NWEA MAP assessment in the areas of reading and math several times throughout the academic year. Additionally, teachers will assess mastery of individual standards using vendor assessments (primarily from IXL and Study Island). The principal and assistant principal of academics will meet with teachers regularly to review this data as well as provide support for the overall academic program within the school. To gather social-emotional learning (SEL) relevant data, the school will utilize the Close Gap program. The results of this assessment will be used to tailor our existing SEL and PBIS program to meet the specific needs of our student body.**

5. **School Operating Status:** It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
- i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
    - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
    - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i- viii for each mode of instruction; and
    - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i- viii for each mode of instruction.

**The school submits relevant data, including but not limited to attendance, testing, and enrollment, to the state through EMIS regularly. It also provides data on-request to the State Department of Education as requested.**

**Per the Ohio Department of education website, the following were state-wide mode-of-learning percentages for the 20-21 school year by school.**

Date	Fully Remote	Hybrid	5 day in-person
September 10	14.3%	27.8%	58.0%
November 5	6.1%	33.0%	60.9%
January 7	36.0%	24.5%	39.2%
February 17	1.5%	31.0%	67.5%
April 14	0.2%	1.5%	0.2%

**Horizon Science Academy Toledo operated fully remotely during the below portions of the 20-21 school year.**

- September 8, 2020 through October 12, 2021
- November 16, 2020 through March 1, 2021

**Except for periods of full-school shut-down, all students were offered the option to select between hybrid instruction and fully-online instruction. As of the start of the 20-21 academic year, below are the enrollment numbers for the school disaggregated by fully-remote and hybrid students.**

Grade	Fully Remote	Hybrid
KG	15	26

1	22	24
2	29	18
3	21	21
4	19	13
5	27	22
6	22	15
7	26	21
8	27	20
9	28	34
10	33	19
11	15	16
12	7	12

**Attendance was similar between fully-remote and hybrid populations for the duration of the 20-21 school year. Below were the attendance rates by-month for the school year.**

- September 2020 – 96.9%
- October 2020 – 95.4%
- November 2020 – 92.9%
- December 2020 – 92.3%
- January 2021 – 94.7%
- February 2021 – 93.8%
- March 2021 – 95.4%
- April 2021 – 94.9%
- May 2021 – 93.9%

- ii. To the extent available, a description of the planned operational status and mode of instruction for the School for Summer 2021 and for the 2021-2022 school year.

**While the school will continue to monitor and appropriately respond to increases in COVID case counts within Ohio as a whole and the community in particular, it is the intention of the school to provide in-person instruction only during the summer of 2021 (Summer Institute) as well as for the duration of the 2021-2022 school year.**

### **B. Safely Reopening Schools and Sustaining their Safe Operations**

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, The School will describe how they will support their students in this vital area.

1. This description must include:

- i. How the School implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

<b>Mitigation strategy</b>	<b>School response</b>
Universal and correct wearing of masks	As of December 2021, the school continues to require universal masking of all staff and students, regardless of age and vaccination status.
Physical distancing (e.g., including use of cohorts/podding)	The school continues to support teachers in distancing students to the greatest degree possible given the physical limitations of the classroom space.
Handwashing and respiratory etiquette	The school has embedded regular lesson on both handwashing and respiratory etiquette and continues to positively reinforce the use of proper procedures for both.
Cleaning and maintaining healthy facilities, including improving ventilation	The school maintains a strict sanitization schedule. The following of this schedule is overseen by the building Assistant Principal of Operations.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	The school monitors and documents all instances of isolation and quarantine and informs parents and caregivers of instances of in-school exposure.
Diagnostic and screening testing	The school provides information to staff, students, and parents regarding the availability of local diagnostic and screening testing. Rapid tests are provided to staff and available within the school.

Efforts to provide vaccinations to educators, other staff, and students, if eligible	The school encourages all staff to receive vaccinations. During the 21-22 school year, a vaccination bonus of \$200 was offered to all staff who were vaccinated. The school will continue to provide updated information to parents regarding vaccination availability and encourage them to avail themselves of the availability of vaccines.
Appropriate accommodations for children with disabilities with respect to the health and safety policies	The school monitors the specific needs of students with disabilities and provides accommodations as necessary to support their safety and learning needs

- ii. Any School plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the School will use to track, monitor, or enforce their implementation;

**The school will continue to monitor COVID-related risks within the community and, as case counts rise, will convene to discuss additional transmission mitigation measures that might be necessary. To ensure equitable access to in-person education within the Toledo area, the school will consider the actions of other local schools when determining the mode of instruction to offer and safeguards to have in place.**

- iii. To what extent the School consult with Federal, State, and local health officials. This description should include, if available, whether the School has received support for screening testing from their State or local health department based on funding awarded by the CDC; and

- iv. **The school will maintain open communication with both the local health department and, as necessary, all relevant federal health agencies. The school will follow the specific recommendations of these agencies strictly as to ensure optimal safety for staff and students within the school environment.**

2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the School will ensure that its receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA’s website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP Act.

### **C. Planning for the Use and Coordination of ARP ESSER Funds**

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

Consistent with the ARP ESSER requirements, describe how the School engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:

- i. students;
- ii. families;
- iii. civil rights organizations (including disability rights organizations);
- iv. school and district administrators (including special education administrators);
- v. superintendents;
- vi. teachers, principals, school leaders, other educators, school staff, and their unions; and
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the School provided the public the opportunity to provide input in the development of the plan

**As was possible given the limitations of time and the ever-changing nature of the pandemic, the school endeavored to involve stakeholders in the decision making process. Students and parents were provided multiple opportunities to voice their opinions through surveys as well as open calls for input. Teachers and administrators were consulted and considered as plans were made. All other community stakeholders received regular communication regarding the school's plan and opinions were elicited from interested parties.**

2. Coordinating Funds: Describe to what extent the School has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:  
How the School 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

**The school began to use allotted funds immediately to increase access to education as well as hasten the return to the physical**

**school environment. Initial funding uses reflect the most pressing needs identified by the school when seeking to provide instruction in an entirely new fashion.**

**These early funding uses included:**

- **Technology for students**
- **Tools to increase internet accessibility for students**
- **Sanitizing materials for the school**
- **PPE for staff and students for use within the school**

**Specific fund amounts, as well as additional details regarding previously spent as well as to-be-spend funding can be found in the table below.**

<b>Funding source</b>	<b>Planned the School uses (including funding amounts, if applicable)</b>
<b>ESSER I</b>	<p>The fund amount of \$358,709.81 was used to:</p> <ul style="list-style-type: none"> <li>● Provide internet connections</li> <li>● Provide devices</li> <li>● Purchase curriculum materials</li> <li>● Funding of the “Summer Institute” summer school program</li> </ul>
<b>ESSER II</b>	<p>The fund amount of \$1,506,223.78 was used to:</p> <ul style="list-style-type: none"> <li>● Provide devices</li> <li>● Replace outdated technology within the school</li> <li>● Purchase curriculum materials</li> <li>● Hire additional staff for student support</li> <li>● Provide a retention bonus to increase staff retention</li> </ul>
<b>ESSER III</b>	<p>The fund amount of \$3,385,167.36 was used to:</p> <ul style="list-style-type: none"> <li>● Provide devices</li> <li>● Replace outdated technology within the school</li> <li>● Purchase curriculum materials</li> <li>● Hire additional staff for student support</li> <li>● Provide a retention bonus to increase staff retention</li> </ul>

In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.

#### **D. Maximizing School-Level Funds to Support Students**

1. Academic Impact of Lost Instructional Time: Describe how the School will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State’s total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the School extent to;

**The school has already purchased, and will continue to purchase, vendor-based curriculum materials that have been vetted and are evidence based. These materials include, but are not limited to: Journeys reading curriculum, Go Math text material, IXL and Study Island subscriptions, Close Gap subscriptions.**

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students. When possible, please indicate which data sources the School will use to determine the impact of lost instructional time; and

**To reduce the academic impact of the pandemic, the school has implemented a S.P.O.T. Homeroom (Successful Preparation Observation & Transition), setting aside a period of time daily that will serve as a tool to assist our school community with the time to promote learning again, through meeting the needs of our students socially and emotionally.**

- iii. The extent to which the School will use funds it reserves to identify and engage  
1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently

participate in remote instruction when offered during school building closures.

**The school allocates funds to the academic improvement of all students. Students who have missed exceptionally long periods of time are supported through the provision of technology, enabling them to access instructional material.**

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the School will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the School extent to;

**To minimize the impact of the pandemic, the school implemented a “Summer Institute” summer school program during the summer of 2021. At this program, students were provided targeted instruction using vetted vendor curriculum by licensed teachers. This program was available to all students.**

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students. When possible, please indicate which data sources the School will use to determine the impact of lost instructional time; and

**While participation in the Summer Institute program was voluntary, students who were identified as disproportionately affected by the pandemic were specifically encouraged to attend. These students were offered academic incentives - including promotion had retention previously been planned - to attend the program.**

- iii. The extent to which the School will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

**The school has utilized and will continue to utilize funds to provide targeted instruction to students identified as needing the most intensive intervention based on quantitative metrics. This includes both students who missed extensive periods of time during the pandemic as well as those who were ill-served by remote-learning.**

3. Evidence-Based Comprehensive Afterschool Programs: Describe how the School will use

the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the School extent to;

**Due to the location of the school and the distance from the school at which many students live, the school has experienced limited success in offering after-school programming. To mitigate this concern, the school operates with an extended school day, allowing for double-blocks in both math and english as well as a dedicated reading block of 15 minutes and an intervention block of 20 minutes embedded within each 90 minute ELA block, K-12.**

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students. When possible, please indicate which data sources the School will use to determine the impact of lost instructional time; and

**Using fresh data, teachers and administrators target intervention to ensure that students who were disproportionately impacted by the COVID-19 pandemic receive the intensive academic support they need to overcome their newly formed deficits.**

- iii. The extent to which the School will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

**The school continues to use all funds to the benefit of all students. Students who missed extensive periods of schooling during the pandemic, as well as those who were ill-served by online instruction, benefit from increased intervention both in the general education classroom as well as in intervention blocks.**

#### **E. The School in Planning for and Meeting Students’ Needs**

The School recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, The School will describe how they will support developing high-quality plans for the School use of ARP ESSER funds to achieve these objectives.

1. The School Plans for the Use of ARP ESSER Funds: Describe what the School plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds. The School plans must include, at a minimum:
  - i. The extent to which and how the funds will be used to implement prevention

and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;

**The school continues to consistently use mitigation strategies, including masking and social distancing, to limit the likelihood of COVID-19 spread within the building. The school utilizes provided funds for the purchase of PPE as well as sanitizing supplies to enable this continued risk mitigation.**

- ii. How the School will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the School's total allocation of ARP ESSER funds) 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 programs;

**As in the summer of 2021, the school will continue to operate a summer institute program, which are targeted to the neediest students by open to all students. The school will also continue to operate with an extended school day - 8:00am to 3:00pm - to enable the inclusion of additional evidence-based intervention programs.**

- iii. How the School will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and

iv.

**The school will spend its remaining ESSER funds as indicated below. These funds will be used for: maintaining and increasing staffing, purchasing vendor materials to enhance instruction, increasing technology availability for students.**

- v. How the School will ensure that the interventions it implements, including but not limited to the interventions 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 and youth in foster care, and migratory students.

**The school will continue to be cognizant of the specialized needs of our students. The school will continue to assess students' needs, both academically and socially, through the use of both academic and social assessments. Both teaching staff and administration will use the results of these assessments to tailor instruction and support to student needs as to speed our return to normal.**

The school continues to consistently use mitigation strategies, including masking and social distancing, to limit the likelihood of COVID-19 spread within the building. The school utilizes provided funds for the purchase of PPE as well as sanitizing supplies to

enable this continued risk mitigation.

## F. Supporting the Educator Workforce

In this section, the School will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

### 1. Stabilizing the Educator Workforce:

- i. Describe the extent to personnel involved in safely reopening school.

Area	Data on shortages and needs	Narrative description
Special educators and related service personnel and paraprofessionals	No Shortage Experienced at This School	N/A
Bilingual educators	No Shortage Experienced	N/A
English as a second language educators	No Shortage Experienced at This School	N/A
STEM educators	No Shortage Experienced	N/A
Early childhood educators	No Shortage Experienced at This School	N/A
School counselors	No Shortage Experienced	N/A
Social workers	No Shortage Experienced	N/A
Nurses	No Shortage Experienced	N/A
School psychologists	No Shortage Experienced	N/A

2. Staffing to Support Student Needs: Describe the extent to which the School has developed or will develop strategies and will support in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

3.

**Despite the staff shortages seen in education in general, Horizon Science Academy Toledo has not experienced a staff shortage as a result of the pandemic. The school will continue to implement retention techniques to maintain existing staff and ensure that students have equitable and regular access to support staff throughout the school year.**

## G. Monitoring and Measuring Progress

In this section, the School will describe how they are building capacity to ensure high-quality data collection and reporting for intended purposes.

**With an emphasis on growth, the school will consistently monitor the individual and whole-group performance of students using both state testing (as available) as well as NWEA assessment results. Students in grades K-8 will complete the NWEA assessment in the areas of reading and math three times per academic year. Building administration will meet with teachers quarterly and review available data to support the tailoring of instruction to students’ specific learning needs.**

**School Operating Status and Instructional Mode Data**

Indicate the date or time period represented by the following data.

FY20 School FTE#531  
 FY21 School FTE #534  
 FY22 School FTE #489

Learning Model	Offered to all students			Offered to some			Not offered		
	FY2020	FY2021	FY2022	FY2020	FY2021	FY2022	FY2020	FY2021	FY2022
Remote or online only	0	534	0	0	0	0	0	0	489
School buildings open with both remote/online and in-person instruction (hybrid)	531	534	0	0	0	0	0	0	489
School buildings open with full-time in-person instruction	0	0	489	0	0	0	531	534	0

In the most recent time period available, what was the enrollment and mode of instruction for the school?

<b>Number of students FY22</b>	<b>Total enrollment</b>	<b>Remote or online only</b>	<b>Both remote/online and in-person instruction (hybrid)</b>	<b>Full-time in- person instruction</b>
Students from low-income families	489	0	0	489
White, not Hispanic	75	0	0	75
Black or African American, not Hispanic	258	0	0	258
Hispanic, of any race	39	0	0	39
Asian, not Hispanic	0	0	0	0
American Indian or Alaskan Native, not Hispanic	0	0	0	0
Native Hawaiian or Pacific Islander, not Hispanic	0	0	0	0
Two or more races, not Hispanic	88	0	0	88
Race/Ethnicity information not available	0	0	0	0
English learners	25	0	0	25
Children with disabilities	45	0	0	45
Students experiencing homelessness	0	0	0	0
Children and youth in foster care	2	0	0	2
Migratory students	0	0	0	0

## **NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies. **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

An applicant that proposes to carry out a model science program for secondary students and is concerned

that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

#### **Estimated Burden Statement for GEPA Requirements**

**According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the**

**U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.**