

Howe Public Schools

ARP ESSER III Plan

This ARP ESSER III Plan was developed with initial stakeholder input on June 15, 2021 and is being posted on August 19, 2021 for community and stakeholder review. The School will plan an additional stakeholder meeting prior to the final draft that will be posted to the SDE on August 30, 2021.

Part 1: Strategies for Prevention and Mitigation of COVID

The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in person learning.

COVID-19 and its variants have brought many challenges to Howe Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only one school closure for student and staff quarantine and distributed learning for all school services.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Howe Public Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year.

Ongoing health checks and disinfect

Continue to provide for health checks, recommend masks (this will change to “require” according to State and Federal requirements if needed), and administer hand sanitizer to enter buildings and disinfect all surfaces after use throughout the school.

Chromebooks

Continue the 1:1 student laptop devices to prevent shared devices and possible spread of the virus; to prepare for periods of remote learning

Renovate and/or Build New Buildings

To improve air quality and replace surfaces for deeper cleaning and/or create the space necessary to prevent the virus from spreading

Repair and Replace HVAC

Improve air quality and energy efficiency

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Part 2: Strategies for Addressing Learning Loss

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

ESSER III Project Strategy for Addressing Learning Loss	
Elementary Counselor (Matching salary with the Counselor Corp Grant)	Reduce the Counselor/ Student Ratio to more fully support the Social/ Emotional & Mental Health Needs of Students at All Levels by having a full-time counselor in each building: Elementary, and High School
Intervention Specialist	Establish Multi-Tier Systems of Support; Provide direct Tier I and Tier II intervention services with the most vulnerable students
Instructional Paraprofessionals	Increased Instructional Paraprofessionals within the Elementary under the direction of the Special Education Teachers to assist with small group instruction using NWEA MAPS Growth assessment to monitor academic progress.
NWEA MAPS/Achieve 3000	Track student progress on assessments and individual skills; Communicate effectively with all teachers who provide instruction for a student; Communicate effectively with parents of EL students/Sped Students.

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

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Part 3: Other ARP ESSER III Expenditures

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

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

Howe Public Schools will reserve not less than 20 percent of our ESSER III funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; will be a priority with these funds and based on 2021-2022 data, programs will be established throughout the year as indicated by student needs.

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Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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

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

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
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<p>Students of Low-Socioeconomic s</p>	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Interventionist :</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Interventionist and Counselor positions will allow more 1:1 interaction with students.</p>	<p>Added Counselor position:</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>
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<p>MVPs</p>	<p>Academic Needs</p>	<p>Social Needs</p>	<p>Emotional Needs</p>	<p>Mental Health Needs</p>
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<p>Students of Color</p>	<p>Interventionist :</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Interventionist and Counselor positions will allow more 1:1 interaction with students.</p>	<p>Added Counselor position:</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>
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<p>English Learners</p>	<p>Interventionist : Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Summer and After- School programs designed for EIs</p> <p>Purchase Eduskills for tracking academic progress and for instructional planning for individual EL students</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translationservices for school'scommunications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Provide community classes for parents and extended family.</p>	<p>Interventionist and Counselor positions will allow more 1:1 interaction with students.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>
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MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students with Disabilities	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p>	<p>Interventionist and Counselor positions will allow more 1:1 interaction with students.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>

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

