

# *Poteau Public Schools*

## *ARP ESSER III Plan*

### **Part 1: Strategies for Prevention and Mitigation of COVID**

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

COVID-19 and its variants have brought many challenges to Poteau 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 no school closures.

In consultation with stakeholders, the following strategies/items have been identified as needs for Poteau Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year.

ESSER III Project	Strategy/Item for Prevention & Mitigation
Chromebooks	Complete the 1:1 count of student devices to prevent shared devices and possible spread of the virus; to prepare for periods of remote learning
Renovate water fountains to touchless drinking stations	To allow students to use their own water bottle to prevent the virus from spreading
Repair and Replace HVAC	Improve air quality and energy efficiency
Hot Spots	Monthly hot spot fees for qualifying students to prepare for periods of remote learning.
Buses	Purchase additional buses to allow for fewer students on the bus at the same time to allow for social distancing and to prevent the spreading of the virus.
Renovation of facilities	To improve air quality and replace surfaces for deeper cleaning to prevent the virus from spreading. To provide larger instructional space for social distancing.
Renovation of facilities	To improve air quality and replace surfaces for deeper cleaning to prevent the virus from spreading. To provide larger instructional space for social distancing.

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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
Counselor/ LPC/ LMFT (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, Middle, and High School
Intervention Specialist	Establish Multi-Tier Systems of Support; Provide direct Tier I and Tier II intervention services with most vulnerable students
Eduskills	Track student progress on assessments and individual language skills; Communicate effectively with all teachers who provide instruction for a student; Communicate effectively with parents of EL students
Instruction Stipends	Stipends to recruit and retain teachers in hard-to-find subjects in order to provide for students' academic readiness and address learning due to pandemics.
Virtual Instruction	Teacher stipends to teach Virtual students who are virtual due to pandemics.
Instructional Coaches	Provide student-centered coaching to target at-risk students and teachers.
Summer and After School Instructional Staff	Hire more tutors and summer school teachers to ensure smaller class sizes (3-5 students) in order to social distance as well as to target learning loss.
Instructional/ Assessment	Provide high-quality assessments in math and literacy in order to determine the learning loss of students and to address their academic needs.

New Teacher Academy	Provide high-quality support, assistance, and professional development to new teachers who are new to education or alternatively or emergency certified to ensure all students have equitable instruction in the classroom and that student's academic, social-emotional, and basic needs are being met specifically during this unstable pandemic environment.
Instructional Staff	2 <sup>nd</sup> grade teacher to provide for a 1:20 ratio to account for social distancing and to address learning loss from the pandemic.
Staff	To provide stipends to staff members who have been vaccinated in order to slow the spread of COVID-19. <i>To be determined at a later date.</i>
Instructional Materials	Digital and Take home books and instructional materials. * added after feedback.

- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time
- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 83% 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 Poteau Schools ARP ESSER III Plan are all categorized in Part 1: Strategies for Prevention and Mitigation of COVID; or Part 2: Strategies for Addressing Learning Loss. We have no expenditures planned in the “Other” category.

Expenditure	Allowable Use
Technology staff	Staff to assist with and monitor technology during the pandemic
School Nurses	Staff to provide direct contact with the local health department, assist with enforcing quarantine rules, ensuring CDC and health department guidelines are considered and implemented as directed by local policy. To provide screening and COVID testing as outlined in the local policy.

# Poteau Public Schools

## ARP ESSER III Plan

### Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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

#### *Our Commitment to the Continuity of Excellence*

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

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
<b>Students of Low-Socioeconomics</b>  <b>Students of Color</b>	Provide devices and connectivity for virtual learning as needed.  Interventionist:  Implement evidence-based Tier 1 instruction.  Provide Tier 2 support for unfinished learning.  Provide Tier 3 tutoring as needed.	Assess food security and provide added nutrition as needed through donations.  Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.  Engage families in the school's programs of academics and activities.	Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.  Interventionist and Counselor positions will allow more 1:1 interaction with students.  Tier I, II, III support for students who need emotional support as identified by benchmarks.	Added Counselor position:  Provide school counseling programs to meet emergent needs.  Provide individual, group and or family counseling.
<b>English Learners</b>	Interventionist: Implement evidence-based Tier 1 instruction.	Assess schools' clubs and activities to open new opportunities for expanded	Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify	Added Counselor: Provide school counseling programs to meet emergent needs.

	<p>Provide Tier 2 support 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>opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Provide community classes for parents and extended family.</p>	<p>needs and times of possible crisis.</p>	
<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students with Disabilities</b>	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Students 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>Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Tier I, II, III support for students who need emotional support as identified by benchmarks.</p>	<p>Added Counselor: Provide school counseling programs to meet emergent needs.</p> <p>Provide individual, group and or family counseling.</p>

		Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.		
<b>Students Experiencing Homelessness</b>	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Counselor: Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>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 the 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>	<p>Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Tier I, II, III support for students who need emotional support as identified by benchmarks.</p>	<p>Added Counselor: Provide school counseling programs to meet emergent needs.</p> <p>Provide individual, group and or family counseling.</p>
<b>Children in Foster Care</b>	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</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</p>	<p>Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling programs to meet emergent needs.</p> <p>. Provide individual, group and or family counseling.</p>

	Provide Tier 3 tutoring as needed.	opportunities to MVPs.	Tier I, II, III support for students who need emotional support as identified by benchmarks.	
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