

# *Turkey Ford Public Schools*

## *ARP ESSER III Plan*

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

**(Revised 10.23.2023)**

*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 Turkey Ford Public School, but we are proud to have implemented safety measures that allowed us to keep our school open. The few times we experienced a closure, we were able to deep clean and continued to provide continuity of all school services.

In consultation with stakeholders, the following strategies/items have been identified as needs for Turkey Ford School to continue to effectively serve our students, even in the event of the pandemic lingering into the 20223-2024 school year.

<b>ESSER III Project Description</b>	<b>Strategy/Item for Prevention &amp; Mitigation</b>	<b>Project Cost</b>
<b>Improving air quality</b>	Maintenance, upgrade, repairs to HVAC units to improve the indoor air quality, ventilation and airflow to respond; prepare and prevent the spread of COVID-19.	\$54,213.35 \$24,000.00 <u>\$20,310.76</u> FY 22 - \$689.24 \$19,620.76 0
<b>Window and Door Replacement &amp; Repair</b>	Replacing and repairing windows and doors will support student health by providing more efficient indoor air quality, ventilation to reduce the risk of COVID transmission.	\$16,000.00 <u>FY23 - \$8,788.00</u> \$7,212.00 \$6212.00
<b>Purchase of Student Desks</b>	<del>Turkey Ford has created an additional classroom space to comply with social distance standards; to directly respond to and prevent the spread of COVID19.</del>	<del>\$ 4,300.00                      \$ 2,300.00</del>
<b>Flooring</b>	Replace existing carpet flooring with flooring that is able to be properly disinfected and prevent the spread of COVID-19.	\$9,000.00 <u>FY23 -\$2,765.22</u> \$6,234.78 \$7234.78
<b>Copier Lease</b>	To address learning loss and to be able to produce learning packets for all students in the event of any possible shut-down to prepare; prevent and respond to COVID-19.	\$9,000.00
<b>Transportation Needs</b>	Purchase a school vehicle to assist with student transportation following after-school tutoring, summer school and other educational needs for the district	\$49,919.51

	Total remaining budget for Part 1	\$63,366.29
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## ***Turkey Ford Public Schools***

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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.*

All students will take an assessment to determine learning loss (specific objectives); then specific objective instruction will be given according to the benchmark testing results, with individually or in a small group setting with the teachers or through computer-assisted instruction through Success-Maker or other on-line curriculum which has the capability to determine if a student needs further instruction or if the objective has been mastered. All students will receive this type of instruction until learning losses are addressed and mastered. Some sub-groups may require accommodation(s) according to their IEP's and adjustments will be made accordingly.

<b>ESSER III Project Description</b>	<b>Strategy for Addressing Learning Loss</b>	<b>Project Cost</b>
<b>Interventionist/paraprofessional to address academic needs</b>	Para-professional to work with classroom teacher to address learning loss due to the impact of the pandemic; to prepare; prevent and respond to COVID-19	\$25,875.00 FY23 - <u>\$ 7,937.50</u> \$17,937.50 \$13,871.52
<b>Interventionist Benefits</b>		\$1,979.00 <u>FY23 - \$607.23</u> \$1371.77 \$2829.12
<b>Additional 5/6 grade Teacher</b>	To address academic learning loss and create space needed for social distancing to prepare; prevent and respond to COVID-19.	<del>\$80,400.00</del> Salary <u>FY23 - \$33,885.84</u> \$46,514.16 \$45,127.00
<b>Additional teacher benefits</b>		\$10,000.00 Benefits <u>FY23 - \$8522.30</u> \$1,477.70 \$11,281.75

<b>Summer School Teacher(s)</b>	To further enhance the efforts to bring struggling students up to grade level in reading and math to prepare; prevent and respond to COVID-19.	\$4,500.00 Salaries \$3,000.00 Salary <u>FY23 – \$1500.00</u> \$1500.00
<b>Summer School Teacher Benefits</b>		\$1,150.00 <u>FY23 \$93.00</u> \$1057.00 \$107.00
<b>Success Maker and purchase of Curriculum – SEL, Reading; Math; Social Studies; English and Science</b>	Reading Curriculum for grades PK-8 to include readers; workbooks; teacher guides and digital licensing. To achieve skill level for struggling readers and attend to the needs of on-level readers to provide accelerated material in response to students impacted by COVID-19. We will also be purchasing SEL curriculum and Success Maker.	<del>\$34,564.00</del> <u>FY22 \$4,252.00</u> \$30,312.00 <u>FY23 - \$13982.21</u> \$16,329.79 \$3,475.59
<b>Purchase of Chromebooks/Technology</b>	Purchase of Chromebooks and other technology devices to aid in the seamless transition between in-person classroom and distance learning and to close the gap on learning loss in response to and prevention of COVID19.	<del>\$26,550.00</del> \$36,763.35 <u>FY22 \$545.00</u> \$36,218.35 <u>FY23 -\$26,950.10</u> \$9268.25 0
	Total remaining budget for Part 2	\$78,191.98

- 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 = ----% 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.

<b>Purchase of Property Insurance</b>	Purchase of Property Insurance will help to maintain the operations and continuity of service at Turkey Ford Schools. Will allow us to continue to employ staff; keep the school open for teachers to come to the buildings to do distance learning; google meets; plan and develop instruction. It keeps the office open to pay bills; roll out payroll and the business of the school district.	\$17,000.00
<b>School to Home System</b>	The VOIP phone system and Class Tag app FY23 and Common Goal Communication FY24 will provide effective communication with students, parents, and staff. Preparation and/or response efforts better communication with this updated system.	\$23,000.00 FY23 - \$4931.03 \$17,923.89 \$11,000 will be
<b>Stipends for Staff</b>	One time stipends for Staff for continuity of implementation of 2022-2023	\$8,000.00 services and FY23 -\$8,000
	Return to learn Plan.	\$0.00
	Total remaining budget for Part 3	\$11,000

**Total APR ESSER III Expenditures budgeted: \$274,531.35**  
 Remaining ARP ESSER III Expenditures FY23: \$ 269,045.11

Remaining ARP ESSER III Expenditures FY24: \$ 152,558.27

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

**SAFE RETURN PLAN:** Turkey Ford Public School 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 the foster care, and migratory students.

<b>Vulnerable Populations</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
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<p><b>Students of Low Socioeconomics</b></p>	<p>We will identify students who are of low socioeconomic status at the point of enrollment to target them for all additional supports stated.</p> <p>We have provided students with Chromebooks (2<sup>nd</sup> grade and up) or iPads (1<sup>st</sup> grade and down), as well as, connectivity for learning during and outside of the regular school day.</p> <p>We are providing online curriculum, Imagine Learning, STAR, SAVVAS and IXL as learning tools to identify learning loss while providing targeted instruction to decrease the learning loss.</p> <p>We will be provide evidence based Tier 1 instructional</p>	<p>We will assess students' food security continuously and provide added nutrition as needed through a local Blessing Box donations, our local backpack program and community partnership.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>We will be providing Tier 1 social and emotional leaning through a district wide implementation of a research based SEL curriculum.</p>	<p>Assign Daily checkins with teachers who are committed to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>We will be providing Tier 1 social and emotional leaning through a district wide implementation of a research based SEL curriculum.</p>	<p>Continue working with Grand Lake Mental Health with their expansion to add a Behavioral Coach in each school to meet the emergent needs.</p> <p>We will be providing Tier 1 social emotional leaning through a district wide implementation of a research based SEL curriculum.</p> <p>Students needing Tier 3 supports beyond the scope of our capabilities will be referred for professional support through appropriate local agencies.</p>
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	<p>strategies for all students.</p> <p>Provide Tier 2 supports for unfinished learning of targeted students such as after school tutoring.</p> <p>Provide Tier 3 Support for unfinished learning of targeted students such as summer school program. .</p>			
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<p><b>All students including all races and ethnicities.</b></p>	<p>We will use screening data to support students through implementation of specific instructional strategies to support academic learning.</p> <p>We have provided students with Chromebooks (2<sup>nd</sup> grade and up) or iPads (1<sup>st</sup> grade and down), as well as, connectivity for learning during and outside of the regular school day.</p> <p>We are providing online curriculum, Imagine Learning, STAR, SAVVAS and IXL as learning tools to identify learning loss while providing targeted instruction to decrease the learning loss.</p> <p>We will be provide evidence based</p>	<p>We will assess students' food security continuously and provide added nutrition as needed through a local Blessing Box donations, our local backpack program and community partnership.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>We will be providing Tier 1 social and emotional leaning through a district wide implementation of a research based SEL curriculum.</p>	<p>Assign Daily checkins with teachers who are committed to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>We will be providing Tier 1 social and emotional leaning through a district wide implementation of a research based SEL curriculum</p>	<p>Continue working with Grand Lake Mental Health and our own Behavior Health Coach to assess needs.</p> <p>We will be providing Tier 1 social emotional learning through a district wide implementation of a research based SEL curriculum.</p> <p>Students needing Tier 3 supports beyond the scope of our capabilities will be referred for professional support through appropriate local agencies.</p>
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	<p>Tier 1 instructional strategies for all students.</p> <p>Provide Tier 2 supports for unfinished learning of targeted students such as after school tutoring.</p> <p>Provide Tier 3 Support for unfinished learning of targeted students such as summer school program. .</p>			
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<p><b>English Learners</b></p>	<p>We will identify students who are English Learners at the point of enrollment and throughout the year to provide additional supports as needed based on their plan and/or WIDA testing.</p> <p>We have provided students with Chromebooks (2<sup>nd</sup> grade and up) or iPads (1<sup>st</sup> grade and down), as well as, connectivity for learning during and outside of the regular school day.</p> <p>We are providing online curriculum, Imagine Learning, STAR, SAVVAS and IXL as learning tools to identify learning loss while providing targeted instruction to decrease the learning loss.</p>	<p>We will assess students' food security continuously and provide added nutrition as needed through a local Blessing Box donations, our local backpack program and community partnership.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>We will be providing Tier 1 social and emotional leaning through a district wide implementation of a research based SEL curriculum.</p>	<p>Assign Daily checkins with teachers who are committed to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>We will be providing Tier 1 social and emotional learning through a district wide implementation of a research based SEL curriculum.</p>	<p>Continue working with Grand Lake Mental Health with their expansion to add a Behavioral Coach in each school to meet the emergent needs.</p> <p>We will be providing Tier 1 social emotional learning through a district wide implementation of a research based SEL curriculum.</p> <p>Students needing Tier 3 supports beyond the scope of our capabilities will be referred</p>
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	<p>We will be provide evidence based Tier 1 instructional strategies for all students.</p> <p>Provide Tier 2 supports for unfinished learning of targeted students such as after school tutoring.</p> <p>Provide Tier 3 Support for unfinished learning of targeted students such as summer school program.</p>			
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<p><b>Students with Disabilities</b></p>	<p>We will identify students with disabilities at the point of enrolment and throughout the year to provide additional supports as indicated on their IEP.</p> <p>We have provided students with Chromebooks (2<sup>nd</sup> grade and up) or iPads (1<sup>st</sup> grade and down), as well as, connectivity for learning during and outside of the regular school day.</p> <p>We are providing online curriculum, Imagine Learning, STAR, SAVVAS and IXL as learning tools to identify learning loss while providing targeted instruction to decrease the learning loss.</p>	<p>We will assess students' food security continuously and provide added nutrition as needed through a local Blessing Box donations, our local backpack program and community partnership.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in th school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities. e</p>	<p>Assign Daily check-ins with teachers who are committed to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>We will be providing Tier 1 social and emotional learning through a district wide implementation of a research based SEL curriculum.</p>	<p>Continue working with Grand Lake Mental Health with their expansion to add a Behavioral Coach in each school to meet the emergent needs.</p> <p>We will be providing Tier 1 social emotional learning through a district wide implementation of a research based SEL curriculum.</p> <p>Students needing Tier 3 supports beyond the scope of our capabilities will be referred</p>
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	<p>We will be provide evidence based Tier 1 instructional strategies for all students.</p> <p>Provide Tier 2 supports for unfinished learning of targeted students such as after school tutoring.</p> <p>Provide Tier 3 Support for unfinished learning of targeted students such as summer school program.</p>	<p>Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympic send-offs and celebrations.</p>		
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<p><b>Students Experiencing Homelessness</b></p>	<p>We will identify students experiencing homelessness at the point of enrollment and throughout the year to provide additional supports such as clotting and transportation. These supports will enable homeless students to more fully participate in our strategies to support student success.</p> <p>We have provided students with Chromebooks (2<sup>nd</sup> grade and up) or iPads (1<sup>st</sup> grade and down), as</p>	<p>We will assess students' food security continuously and provide added nutrition as needed through a local Blessing Box donations, our local backpack program and community partnership.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>We will work with families to ensure they have resources to help overcome barriers keeping students</p>	<p>Assign Daily check-ins with teachers who are committed to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>We will be providing Tier 1 social and emotional learning through a district wide implementation of a research based SEL curriculum.</p>	<p>Continue working with Grand Lake Mental Health with their expansion to add a Behavioral Coach in each school to meet the emergent needs.</p> <p>We will be providing Tier 1 social emotional learning through a district wide implementation of a research based SEL curriculum.</p> <p>Students needing Tier 3 supports beyond the scope of our capabilities will be referred</p>
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	<p>well as, connectivity for learning during and outside of the regular school day.</p> <p>We are providing online curriculum, Imagine Learning, STAR, SAVVAS and IXL as learning tools to identify learning loss while providing targeted instruction to decrease the learning loss.</p> <p>We will be provide evidence based Tier 1 instructional strategies for all students.</p> <p>Provide Tier 2 supports for unfinished learning of targeted students such as after school tutoring.</p> <p>Provide Tier 3 Support for unfinished learning of targeted students such as summer school program.</p>	<p>from successfully participating in school and learning.</p>		
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<p><b>Children in Foster Care</b></p>	<p>We will identify students in foster care at the point of enrollment and throughout the year to provide additional supports to more fully participate in our strategies to support student success.</p> <p>We have provided students with</p>	<p>We will assess students' food security continuously and provide added nutrition as needed through a local Blessing Box donations, our local backpack program and community partnership.</p>	<p>Assign Daily check-ins with teachers who are committed to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>We will be providing Tier 1 social and emotional learning through a district wide implementation of a research based SEL curriculum</p>	<p>Continue working with Grand Lake Mental Health with their expansion to add a Behavioral Coach in each school to meet the emergent needs.</p> <p>We will be providing Tier 1 social emotional learning through a</p>
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	<p>Chromebooks (2<sup>nd</sup> grade and up) or iPads (1<sup>st</sup> grade and down), as well as, connectivity for learning during and outside of the regular school day.</p> <p>We are providing online curriculum, Imagine Learning, STAR, SAVVAS and IXL as learning tools to identify learning loss while providing targeted instruction to decrease the learning loss.</p> <p>We will provide evidence based Tier 1 instructional strategies for all students.</p> <p>Provide Tier 2 supports for unfinished learning of targeted students such as after school tutoring.</p> <p>Provide Tier 3 Support for unfinished learning of targeted students such as summer school program</p>	<p>Engage families in the school's programs of academics and activities.</p> <p>We will work with families to ensure they have resources to help overcome barriers keeping students from successfully participating in school and learning.</p>		<p>district wide implementation of a research based SEL curriculum.</p> <p>Students needing Tier 3 supports beyond the scope of our capabilities will be referred</p>
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**\*\*TFS has not had Migratory students that fit in these categories. However, if this MVP arises, all needs will be met according to the student.**