

Turkey Ford 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 Turkey Ford Public School, but we are proud to have implemented safety measures that allowed us to keep our school open during the 2020-2021 school year. We only had to close for sixteen days due to an outbreak. During the 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 2021-2022 school year.

ESSER III Project Description	Strategy/Item for Prevention & Mitigation	Project Cost
Improving air quality	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
Purchase of Student Desks	Turkey Ford has created an additional classroom space to comply with social distance standards; to directly respond to and prevent the spread of COVID-19.	\$ 4,300.00
Copier Lease	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
		Total Cost of Part 1:
		\$67,513.35

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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 accommodations according to their IEP's and adjustments will be made accordingly

ESSER III Project Description	Strategy for Addressing Learning Loss	Project Cost
Interventionist to address academic needs	To identify struggling readers and bring them up to proficient reading level to address learning loss due to the impact of the pandemic; to prepare; prevent and respond to COVID-19	\$25,875.00 Salary \$1,979.00 Benefits
Additional 5/6 grade Teacher	To address academic learning loss and create space needed for social distancing to prepare; prevent and respond to COVID-19.	\$80,400.00 Salary \$10,000.00 Benefits
Summer School Teacher(s)	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 \$1,150.00 Benefits
Success Maker and purchase of Curriculum – SEL, Reading; Math; Social Studies; English and Science	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	\$34,564.00

	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.	
Purchase of Chromebooks/Technology	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 COVID-19.	\$26,550.00
		Total Cost of Part 2:
		\$185,018.00

- 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.

Expenditure	Allowable Use	Project Cost
Purchase of Property Insurance	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
Stipends for Retention of Staff	Stipends for professional development to address learning loss and instructional strategies to respond and prevent COVID-19.	\$5,000.00
		Total Cost of Part 3:
		\$22,000.00
Total ARP ESSER III Expenditures budgeted: \$274,531.35		

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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.

Turkey Ford strongly feels that by hiring an interventionist; implementing SEL curriculum and aligning academic curriculum we will be able to determine learning loss; strengthen reading and math skills for all students – especially those most vulnerable – those with disabilities; experiencing homelessness; hunger; isolation and poverty.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
<p>Students of Low Socioeconomics</p>	<p>Provide devices and connectivity for virtual learning as needed.</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 through donations.</p> <p>Engage families in the school's programs of academics and activities.</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>Continue working with Grand Lake Mental Health and our own Behavior Health Coach to assess needs.</p> <p>Refer to professional support through GLMHC.</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Provide devices and connectivity for virtual learning as needed.</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 through donations.</p> <p>Engage families in the school's programs of academics and activities.</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>Continue working with Grand Lake Mental Health and our own Behavior Health Coach to assess needs.</p> <p>Refer to professional support through GLMHC.</p>

English Learners	<p>Provide devices and connectivity for virtual learning as needed.</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 through donations.</p> <p>Engage families in the school's programs of academics and activities.</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>Continue working with Grand Lake Mental Health and our own Behavior Health Coach to assess needs.</p> <p>Refer to professional support through GLMHC.</p>
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<p>Students with Disabilities</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>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>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 Olympic send-offs and celebrations.</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>Continue working with Grand Lake Mental Health and our own Behavior Health Coach to assess needs.</p> <p>Refer to professional support through GLMHC.</p>
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Students Experiencing Homelessness, Children in Foster Care, Migratory Students

****TFS has not had students that fit in these categories. However, if this MVP arises, all needs will be met according to the student.**