

# ARP ESSER III Use of Funds Plan

District Name:	Hugo Public Schools
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The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations) and stakeholders representing interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. Finally, the LEA's plan must be in an understandable and uniform format, written in a language that parents can understand, orally translated and, upon request by a parent who is individual with a disability, provided in an alternative format accessible to that parent. The Plan must consist of the following:

1. 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 order to continuously and safely open and operate schools for in-person learning.

Hugo Public Schools ARP ESSER III Consultation Committee met on August 21, 2021. This committee was made up of 19 committee members, including parents, tribal representatives, counselors, teachers, special services personnel, gifted and talented personnel, English learner personnel, financial personnel, and administrators. This committee was informed about the requirements of how the district may use our ARP ESSER III funding. This committee reviewed and provided input for our Consolidated District Academic Plan, our Schoolwide Plans, our Family Engagement Policy, our Parent School Compact, and our Return to Learn Plan. This committee reviewed and provided input for our used of funds for our Consolidated Application, including Titles I, II, IV, and V as well as other federal program. The input from these committee members about the use of ARP ESSER III funding was informed by an understanding of the use of other federal, state, and local funding as well as the allowable expenses of the ARP ESSER III funds. A great deal of the discussion centered on how to keep our students engaged in in-person learning and to make up for lost learning due the COVID-19 pandemic. A list of academic achievement improvement strategies was compiled that included building relationships with students; teaching to objectives; checking for understanding; using authentic lessons; incorporating art and music in other subject areas; appropriately challenging all students; using real world learning tools; writing across the curriculum; starting afterschool and summer programs; teacher hazard and incentive pay; increasing outreach to parents; improve communication; building relationships with caregivers; helping parents with grade checking; starting a Junior ROTC Program; continuing to provide more fine arts programs;

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reducing the amount of non-useful testing; helping students gain ownership of their own learning; advancing our social and emotional learning programs; instilling a love for reading; and giving students books of their own. These suggested improvement strategies will be incorporated into our 20% set-aside focused on making up for lost learning and narrowing the academic achievement gaps of groups disproportionately affected by the COVID-19 pandemic, including our students with special needs and our economically disadvantaged students. The second major discussion at this meeting centered on how the district may use our ARP ESSER III funding to improve our facilities in a manner that creates a learning environment safe and healthy for students, teachers, and staff. The consensus of the committee members – as well our data analysis – was that those students who were disproportionately affected by the COVID-19 pandemic were less likely to be successful with distance learning. This insight has led us to prioritize maintaining in-person learning for our students. The input from this stakeholder committee has informed our four priorities for the use of our ARP ESSER III funds: (1) improving overall instruction and narrow academic achievement gaps, (2) making up for the learning lost as a result of the COVID-19 pandemic, (3) maintaining in-person learning, and (4) improving our facilities to create a healthy and safe learning environment. With that in mind, and using the CDC’s most current guidelines to inform our decisions, these are the uses Hugo Public Schools proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact:

In order to both respond to the impact of COVID-19 and minimize the risks associated with the potential spread of COVID-19 and its current and future variants, the district needs to build a new facility on the intermediate elementary campus that will provide a larger PE facility and additional classroom spaces. These new spaces will provide much needed additional classrooms which will allow for social distancing and accommodate future growth. The larger PE space will also be critical in an effort to provide appropriate social distancing for both PE classes and any other student-centered assemblies that might be conducted in the space.

Installation of hard surface flooring across the district to allow for better cleaning and a more sanitary and healthier conditions in response to the effects of COVID-19.

Installation of additional security and safety equipment throughout all campuses to allow for much more appropriate and adequate contact tracing in response to COVID-19.

Roof repairs and recoating across the district. This expenditure will allow for much better air quality and a safe and healthy environment for students and staff which is critical in our efforts to respond to the effects of COVID-19. Several campuses have various roof issues associated with classrooms that can affect the health and safety of students and staff and substantially compromise the indoor air quality due to leaks.

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2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula 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.

20% of Hugo Public Schools total ARP funds (\$3,780,377.67) will be \$756,075.54. These funds will be utilized to determine individual student and grade level learning gaps or loss due to COVID-19, and then to address such loss through research-based interventions and programs. As such, the following are recommendations from our Consultation Committee:

Intensive summer school programs for grades 6-11 each Summer Break in response to COVID-19. We are fortunate that the Choctaw Nation funds summer school for our elementary students through their POSSE Program. (salaries and benefits for staff along with requisite supplies and materials to operate a successful program) These programs will focus on standards-based individualized interventions to advance knowledge and skills for all students and to narrow the academic achievement gaps for our students who were disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Afterschool programs throughout the school year in response to COVID-19. (Salaries and benefits for staff along with requisite supplies and materials to operate a successful program) These programs will focus on standards-based individualized interventions to advance knowledge and skills for all students and to narrow the academic achievement gaps for our students who were disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Salaries and Benefits for PK-5 Curriculum and Instruction Specialist allowing the district to more effectively respond to the learning gaps and loss due to COVID-19. This specialist will work directly with teachers to help them improve their practice through evidence-based strategies in order to improve the academic achievement of all students while narrowing the achievement gaps of our students disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Salaries and Benefits for 6-12 Curriculum and Instruction Specialist allowing the district to more effectively respond to the learning gaps and loss due to COVID-19. This specialist will work directly with teachers to help them improve their practice through evidence-based strategies in order to improve the academic achievement of all students while narrowing the achievement gaps of our students disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Purchase standards-based learning programs (e.g. Alpha Plus), to be used to make up for learning lost due to the COVID-19 pandemic. These programs will focus instruction and learning experiences on the OAS and other relevant standards to help ensure learning is standards-based in order to improve the academic achievement of all students while narrowing the achievement gaps of our students disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Professional Development for staff utilizing learning programs (e.g. Alpha Plus) and implementing evidenced-based learning strategies allowing them to better utilize these

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learning tools. Their effective use of these programs will serve to make up for the learning lost due to the COVID-19 pandemic. The effective use of these learning programs will help ensure the academic advancement of all students while narrowing the academic achievement gaps of our students disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Purchase of instructional materials across the district to address the learning lost due to the COVID-19 pandemic. These materials will be used to provide learning experiences to help ensure the academic advancement of all students while narrowing the achievement gaps of our students who were disproportionately affected by the COVID-19 pandemic (student with special needs and economically disadvantaged students).

All of these expenditures will allow the district to more effectively focus on addressing the learning lost due to the COVID-19 pandemic and to narrow the achievement gaps of our students who were disproportionately affected by the COVID-19 pandemic (student with special needs and economically disadvantaged students).

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

Hugo Public Schools plans to utilize ARP ESSER III funds to prepare, prevent, and respond to the COVID-19 impact on our district. In order to maintain operations and continuity of the district in either direct preparation for, to prevent, or in response to COVID-19; or because of loss of revenue due in large part to the same, Hugo Public Schools will utilize the various approved funding in the following manner:

Support high school students in their efforts to successfully complete concurrent college enrollment coursework. Expenditures to cover the costs of textbooks and course fees will allow the district to support these students and result in additional students completing post-the secondary coursework that was inhibited by the COVID-19 pandemic. The removal of this financial barrier will increase the opportunity for all students to participate in concurrent college courses, particularly our students who were disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Support high school students in their efforts to successfully pass Advanced Placement (AP) examinations. The fees associated with taking the AP examinations is often a barrier for students. The district plans to pay for AP exam fees, reducing this barrier and allowing additional students to successfully pass AP exams and earn college credit while in high school. The removal of this financial barrier will increase the opportunity for all students to take AP exams and gain college credit while in high school, particularly our students who were disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

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4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

Hugo Public Schools plans to utilize ARP ESSER III funds to prepare, prevent, and respond to the COVID-19 impact on our district. The consultation committee recognizes that all aforementioned expenditures will serve all students and position the district to meet not only the academic needs of students but their emotional and mental health needs as well. It is both our desire and our understanding that we meet the needs of the whole child regardless of their situation. Again, we believe that what we have put forth within this ARP ESSER III budget will meet all the needs of all the students that we serve. Furthermore, both the other federal and non-federal district funds have and will be used to support all efforts to ensure that the district is meeting the academic, social, emotional, and mental health needs of all students, especially those that were and may be in the future disproportionately impacted by COVID-19.

Our academic achievement data indicates that all students were negatively affected by the COVID-19 pandemic. The academic achievement gap between our overall student population and our students with special needs and our economically disadvantaged students has widened as a result of the COVID-19 pandemic. We intend to use this funding to narrow these noted achievement gaps and to meet the unique needs of all subgroups of students. All students will benefit from having an improved healthy environment that fosters the reduction of the spread of airborne viruses such as COVID-19. Our economically disadvantaged students, our English learner students, our students living in homeless situations, and our students with special needs were disproportionately affected by the COVID-19 pandemic in that they were significantly less likely to be successful with distance learning. By maintaining in-person learning, providing afterschool programs, providing summer school programs, providing opportunities for students to earn college credit while in high school, and improving teacher practice, we will be able to narrow existing achievement gaps and serve the unique needs of various subgroups of students.

Studies have shown that the COVID-19 pandemic has had a negative impact on the social and emotional wellbeing of students (Alexander, F. 2021, Ten social and emotional learning strategies for responding to COVID-19). This is particularly so for students without strong support systems beyond their schools. By maintaining in-person learning, we will be able to provide more support for the social, emotional, and mental health needs of students, particularly those disproportionately affected in this way by the COVID-19 pandemic. Our curriculum, instruction, and assessment specialists whose salaries will be provided by this funding will be able to train teachers to meet the social, emotional, and mental health needs of students, particularly those disproportionately affected by the COVID-19 pandemic. This effort, along with our counseling initiative, will improve our ability to meet the social, emotional, and mental health needs of our students, particularly those disproportionately affected by the COVID-19 pandemic.