

# Healdton Public Schools

*“Home of The Bulldogs”*

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## ARP ESSER III / USE OF FUNDS PLAN

COVID-19 and its variants have brought many challenges to Healdton Public Schools, but we are proud to have implemented safety measures that allowed us to keep our doors open during the 20-21 school year with only occasional school closures for quarantines and/or temporary distance learning to prevent the spread of COVID-19 among students/staff. These adjustments allowed us to provide continuity of our school services. After successfully returning to learn in a traditional in-person format during the 20-21 school term, Healdton Public Schools will strive to remain open for in-person learning for the 21-22 school term.

The following strategies/items have been identified as needs for Healdton Public Schools to continue to effectively serve our students and mitigate the spread of COVID-19 in the 2021-2022 school term.

### **PART 1: Strategies for Addressing Learning Loss**

Healdton Public Schools 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 and 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.

Strategies for addressing learning loss include:

- Purchasing program(s) that support mental, emotional and social health/wellbeing.
- Summer School program.
- Hiring additional staff to support mental, emotional and social health/wellbeing.
- Purchasing supplemental school programs for credit recovery.
- Supplemental after-school programs.
- Hiring additional staff for assisting remediation during the school day.
- Purchasing assessment material to determine the extent of learning loss.

**PART 2: Ensuring Most Vulnerable Populations Unique Needs Are Addressed**

Healdton Public Schools will ensure that the interventions it implements, include 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.

**Supporting All Students with Extra Measures for Most Vulnerable Populations (MVPs)**

| MVPs                                  | Academic Needs   | Social Needs   | Emotional Needs  | Mental Health Needs  |
|---------------------------------------|--|--|--|--|
| <b>Students of Low-Socioeconomics</b> | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Provide transportation to and from tutoring and summer school as necessary.</p> <p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide 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 “belonging” to MVPs.</p> <p>Engage families in the school’s programs of academics and activities.</p> | <p>Infuse the Social/Emotional Curriculum throughout the school programs.</p> <p>Implement " – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>                | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies such as Carter County Youth Services and our local Boys/Girls Club.</p> |
| <b>Students of Color</b>              | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Provide transportation to and from tutoring and summer school as necessary.</p> <p>Implement evidence-based instruction.</p>  | <p>Assess schools’ clubs and activities to open new opportunities for “belonging” 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</p>                   | <p>Infuse the Social/Emotional Curriculum throughout the school programs.</p> <p>Implement “Bulldog Strong” – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies such as Carter County Youth Services and our local Boys/Girls Club.</p> |

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|                                   | <p>Provide support for unfinished learning.</p> <p>Provide tutoring as needed.</p>  | <p>highlighted, celebrated, and respected.</p>   |  |  |
| <b>English Learners</b>           | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Provide transportation to and from tutoring and summer school as necessary.</p> <p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide tutoring as needed.</p> <p>Summer and After-School programs designed for ELs</p> | <p>Assess schools’ clubs and activities to open new opportunities for “belonging” 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>Infuse the Social/Emotional Curriculum throughout the school programs.</p> <p>Implement “Bulldog Strong” – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies such as Carter County Youth Services and our local Boys/Girls Club.</p> |
| <b>Students with Disabilities</b> | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Provide transportation to and from tutoring and summer school as necessary.</p> <p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide tutoring as needed.</p>  | <p>Assess schools’ clubs and activities to open new opportunities for “belonging” 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>Infuse the Social/Emotional Curriculum throughout the school programs.</p> <p>Implement “Bulldog Strong” – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies such as Carter County Youth Services and our local Boys/Girls club.</p> |

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|   | <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>Engage families in the school's programs of academics and activities.</p>   |  |  |
| <b>Students Experiencing Homelessness</b> | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Provide transportation to and from tutoring and summer school as necessary.</p> <p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>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 "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</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> | <p>Infuse the Social/Emotional Curriculum throughout the school programs.</p> <p>Implement "Bulldog Strong" – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies such as Carter County Youth Services and our local Boys/Girls Club.</p> |
| <b>Children in Foster Care</b>            | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Provide transportation to and from tutoring</p>  | <p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open</p>   | <p>Infuse the Social/Emotional Curriculum throughout the school programs.</p> <p>Implement "Bulldog Strong" – teachers</p>   | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies such as</p>   |

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|                           | <p>and summer school as necessary.</p> <p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide tutoring as needed.</p>  | <p>new opportunities for “belonging” to MVPs.</p>   | <p>who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>   | <p>Carter County Youth Services and our local Boys/Girls club.</p>   |
| <b>Migratory Students</b> | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Provide transportation to and from tutoring and summer school as necessary.</p> <p>Identify any migratory students at the point of enrollment.</p> <p>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 “belonging” to MVPs.</p> | <p>Infuse the Social/Emotional Curriculum throughout the school programs.</p> <p>Implement “Bulldog Strong” – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies such as Carter County Youth Services and our local Boys/Girls Club.</p> |

**Part 3: OTHER ARP ESSER III EXPENDITURES**

Healdton Public Schools will spend its remaining ARP ESSER III funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act.

This will include but not be limited to the purchase of additional A/C units to increase ventilation throughout Healdton Public Schools and any construction to maximize space for social distancing.

**Updated 10-29-21**