

# ***Noble Public Schools***

## ***ARP ESSER III Plan***

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

*Noble Public Schools efforts to combat the Covid-19 pandemic in a physical sense began with the reopening of school for 20-21, and will necessarily continue for the foreseeable future. The district is grateful for ESSER funds that have made this important safe and clean spending possible and less financially impactful to the district.*

<b>ESSER III Project</b>	<b>Strategy/Item for Prevention &amp; Mitigation</b>
<b>Cleaning Supplies and Equipment</b>	Needed for deep cleaning of schools and buses to prevent virus spread.
<b>Transportation and Transportation Software</b>	To increase student transportation for a safer (distanced) number of riders per unit and delivery of cafeteria items to allow social distancing and prevent spread of Covid-19.
<b>Classroom and Office Furniture</b>	To allow maximum space for social distancing.
<b>Purchase Cameras and Access Control Devices</b>	To help with contact tracing
<b>Nurses and Nursing Supplies</b>	Hire additional Nurses and purchase supplies needed to mitigate the spread of COVID-19

### **Part 2: Strategies for Addressing Learning Loss**

*Noble Public Schools have been fortunate to receive the funding necessary to effectively plan for interruptions to in-person learning as well as purposefully responding to any gaps caused by those interruptions.*

<b>Expenditure</b>	<b>Strategy/Item for Addressing Learning Loss</b>

Purchase Student Devices	To achieve an improved student:device ratio for increased technology integration as well as helping with virtual learning
FTEs for smaller class size and student advocacy.	The retention and addition of faculty and staff to achieve increased focus on better student staff ratios.
Software to communicate or address learning loss and/or virtual instruction	To provide remedial, tiered, and/or individualized instruction as well as inform parents of their child progress in various classes.
Enhanced counseling resources and self-awareness curriculum	To respond to student counseling needs that may have been heightened by pandemic student experiences, to include an additional counselor.
Additional Support Staff	To help with student tutoring as well as core subject remediation.
Summer School	To provide remediation and credit recovery to those students needing it during the summer.
Classroom Supplies	To provide material, manipulatives, and supplies to help with individualized instruction and remediation.

### Part 3: Other ARP ESSER III Expenditures

*Noble Public Schools experienced a pandemic related impact on local and state finances. It will be necessary to use an allowable portion of ESSER funds for the continuation of important services. Previously, it was believed to be equally important to recognize the efforts of dedicated faculty and staff during an unprecedented year for educators.*

Expenditure	Allowable Use
Employee retention incentive	Faculty and staff perseverance during Covid-19 was recognized.
School Intercom	Purchase equipment to better communicate safety protocols in response to COVID-19
Technology Items	Purchase of hot spots, data drops, or internet services to help with virtual learning.

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

*Understanding that students in the communities' most vulnerable populations may need to be the focus of specific strategies Noble Public Schools will monitor the need for and application of the following:*

<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students of low socio-economic status</b>	<p>Provide distance learning solutions 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>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 Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</p>
<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students of Color</b>	<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 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 Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</p>
<b>English Learners</b>	<p>Implement evidence-based Tier 1 instruction.</p>	<p>Assess schools' clubs and activities to open new opportunities for</p>	<p>Infuse the Character Strong Curriculum throughout the school programs.</p>	<p>Provide school counseling program to meet emergent needs.</p>

	<p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>“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>Counselors will work to seek assistance for students outside of school based help when needed.</p>	<p>Refer to professional support through agencies available outside the school to meet identified needs..</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>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 in-person learning for SWDs during Remote Learning days when possible.</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>Engage families in the school’s programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments.</p>	<p>Infuse the Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</p>

		Celebrate successes with equal enthusiasm.		
<b>Students Experiencing Homelessness</b>	<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>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 Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</p>
<b>Children in Foster Care</b>	<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>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</p>
<b>Migratory Students</b>	<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 Character Strong Curriculum throughout the school programs.</p> <p>Counselors will work to seek assistance for students outside of school based help when needed.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies available outside the school to meet identified needs..</p>

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