

# Ninnekah Public Schools

## **FY 2024 REVIEWED ARP ESSER III Spending Plan**

### **Part 1: Prevention and Mitigation Strategies**

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 Ninnekah Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Ninnekah Public Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year. If funding for a particular item has been identified as an expenditure in ESSER stimulus funds, it is noted in the chart.

Expenditure	Strategy/for Prevention & Mitigation	ESSER Funding
Replace HVAC units	Improve air quality and energy efficiency	ESSER III FY 23,24
Replace water fountains with bottle filling stations	Prevent, prepare for and respond to COVID.	ESSER III FY 22
COVID Leave for staff	To maintain the health and safety of students, educators, and other staff.	ESSER III FY 22
Server	Backup server to ensure connectivity	ESSER III FY 23
Technology	District level technology for oversight and management of district	ESSER III FY 23
Replace Window	Replace and repair broken window to allow empty classrooms to be used	ESSER III FY 22

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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 camps, comprehensive afterschool programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.

Expenditure	Strategy/for Prevention & Mitigation	ESSER Funding
District LPC and Attendance Officer	Providing mental health services and supports	ESSER III FY 23,24
Supplies for District LPC and Attendance Officer	Providing mental health services and supports	ESSER III FY 23,24
Class-size Reduction Teachers	Reduce class-size to meet previous HB1017 guidelines.	ESSER III FY 23,24
Teacher Assistants	Small group and individualized instruction	ESSER III FY 23,24
Summer School Teachers, Teaching Assistant and Bus Drivers	Planning and implementing summer learning.	ESSER III FY 23,24
Imagine Learning Virtual Teachers and Curriculum	Providing online learning for students.	ESSER III FY 23
Federal Program Teacher	Address the unique needs of our Most Vulnerable Populations	ESSER III FY 23
Curriculum	To enrich the student curriculum	ESSER III FY 23,24

We will spend at least 20% of the ARP ESSER III budget on addressing learning loss.

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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	Strategy/for Prevention & Mitigation	ESSER Funding
Purchase a Small School Bus with a handicap lift	Maintain operation of continuity of services	ESSER III FY 23
District Insurances OSIG	Maintain operation of continuity of services	ESSER III FY 22
Plasma Cutter with supplies	Small group and individualized instruction High School	ESSER III FY 24

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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.

### **Our commitment to the Continuity of Excellence**

We are maximizing a number of resources and opportunities to provide services and support to our most vulnerable students including but not limited to:

#### **Services for ALL students including the Most Vulnerable Populations**

- Hire a District LPC and an Attendance Officer
- Hire additional teachers and teaching assistants (as available) to reduce the class sizes at the elementary level grades Kindergarten - Fifth grade.
- Kindergarten - 5th grade teachers, administrators, Federal Program Teachers and Teachers of Special Education students will participate in LETRS professional development to implement evidence-based activities to meet the comprehensive needs of students.
- Hire a Full-time Federal Program teacher to work with our students in K-5th grades to work on reading and math interventions.
- Provide Summer School Camps during the month of May, June and July including credit recovery.
- Contract with Imagine Learning to provide teachers and curriculum for students who need a virtual learning environment.
- Providing Social and Emotional intervention strategies for all stakeholder groups including community, parents, staff and students
- Curriculum alignment including but not limited to Common Formative Assessments and Data Teams as well as some new curriculum; addressing Reading and Math at the Elementary and Middle School and Career-Tech program at the High School (Plasma Cutter).
- Backup server for the district.

#### **Students experiencing Homelessness or Foster Care**

- Hire tutors to assist students identified as homeless
- Partnering with the CARES Center to prevent child abuse and give families in need opportunities and resources

### **Students of Low-Socioeconomics and English Learners**

- Hired an additional Federal Programs Teacher to work with students performing below grade level in Reading and Math along with students identified as English Learners.
- Hire tutors to provide individual and small group remediation.
- Curriculum

### **Students with Disabilities**

- Kindergarten - 5th grade teachers, administrators, Federal Program Teachers and Teachers of Special Education students will participate in LETRS professional development to implement evidence-based activities to meet the comprehensive needs of students.
- Provide compensatory educational opportunities through Homebased Services and after school tutoring as well as summer school camps.
- Hire Teacher assistants to work with students.
- Purchase a handicap bus with a wheel chair lift
- Curriculum