

Navajo Public Schools

ARP ESSER III Plan

FY 24

COVID-19 and its variants have brought many challenges to Navajo 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 Navajo Schools to continue to effectively serve our students, even in the event of the pandemic lingering into future school years.

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.

ESSER III Project	Strategy/Item for Prevention & Mitigation
School Nurse	To provide medical services to staff and students.

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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.

ESSER III Project	Strategy for Addressing Learning Loss
Technology upgrades to internal connections	Add additional and upgrade current access points to allow students more and continued access to online learning resources and materials.
STAR Reading, STAR Math, Study Island Math, Study Island Reading, Prof. Development <u>and Remediation material (ELEM)</u>	Track ELEMENTARY student progress through formative and summative assessments in math and reading; Teachers will be trained to remediate students according to data;

(Secondary) STAR Reading, STAR Math, Study Island Math, Study Island Reading, Prof. Development and remediation materials	Track SECONDARY student progress through Study Island and STAR reports
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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
Continuity of Services Insurance of buildings and property	2620 Operation of Building Services (R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
(UTILITY BILLS) PREVENT, RESPOND TO AND PREPARE FOR COVID 19 THROUGH CONTINUITY OF SERVICES IN THE FORM OF UTILITY BILLS	2620 Operation of Building Services (R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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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

Setting the Table to Support All Students with Extra Measures for MVPs MVPs = Most Vulnerable Populations

The district does not rely upon a single funding source to educate the students in the district. In fact, some recourses may be provided through other agencies and community activists and not be met by a district funding source. In meeting needs of special population students, the district utilizes all available resources at its disposal. Instead of ARP ESSER III allocations the needs of the special population students will be met through other funding sources such as local and state funding, IDEA funds, Title IA funds, community organizations and professional service organizations.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	Summer School and After School Program Increased number of Paras and aides allowing Remediation also built into the school day Provide devices and connectivity for virtual learning as needed. Interventionist added: Implement evidence-based Tier 1, Tier 2, & Tier 3 instruction.	Assess food security and provide added nutrition as needed: GPS feeds 2 meals per day for free. These programs are not intended to be funded by ARP ESSER III Adding greenhouse opportunities, Art, and Horticulture Engage families in the school's programs of academics and activities.	Implement a Care Committee – teachers who commit to Intentionally follow the MVPs to identify needs and times of possible crisis. Adding another Interventionist, Teachers, and Paras will allow more 1:1 interaction with students. Adding on-site mental health counselor via clinic on grounds for more services to be available.	Counselor there for counseling and implementing SEL program Provide school counseling program to meet emergent needs. Refer to professional support through agencies and health department Adding on-site mental health counselor via clinic on grounds for more services to be available.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Summer School & Comprehensive After School Program These programs are not intended to be funded by ARP ESSER III</p> <p>Remediation also built into the school day</p> <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Interventionist: Implement evidence-based Tier 1, 2, & 3 instructions.</p>	<p>Open new opportunities to MVPs. Adding greenhouse opportunities, Art, and Horticulture</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Engage families in the school's programs of academics/ activities.</p>	<p>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p>	<p>Counselor there for counseling and implementing SEL program. These programs are not intended to be funded by ARP ESSER III</p> <p>Refer to professional support through agencies and health departments.</p>
English Learners	<p>Interventionist: Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed. Summer and After-School programs designed for ELLs. Purchase programs for tracking academic progress and for instructional planning for individual EL students</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities 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>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p>	<p>Counselor there for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and health department</p> <p>Adding on-site mental health counselor via clinic on grounds for more services to be available.</p>
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs

<p>Students with Disabilities</p>	<p>Interventionist: Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed. Increased Secondary SPED teaching hours for remediation of Student with Disabilities. Provide in-person learning for SWDs during Remote Learning days as possible. Hired additional Paras and provided PD so they are SPED trained</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities 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>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p>	<p>Counselor there for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and health department</p> <p>Adding on-site mental health counselor via clinic on grounds for more services to be available.</p>
<p>Students Experiencing Homelessness</p>	<p>Interventionist: Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Tier 3 tutoring as needed. The district will make every effort to receive school records from previous schools.</p> <p>Counselor: 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 expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for 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>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p>	<p>Counselor there for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and health department</p> <p>Adding on-site mental health counselor via clinic on grounds for more services to be available.</p>

<p>Children in Foster Care</p>	<p>Interventionist: Implement evidence-based Tier 1 instruction. Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed: GPS feeds 2 meals per day for free</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p>	<p>Counselor there for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and the health department</p> <p>Adding on-site mental health counselors via clinic on grounds for more services to be available.</p>
<p>MVPs</p>	<p>Academic Needs</p>	<p>Social Needs</p>	<p>Emotional Needs</p>	<p>Mental Health Needs</p>
<p>Migratory Students</p>	<p>Identify any migratory students at the point of enrollment.</p> <p>Interventionist: Assess for learning targets. These programs are not intended to be funded by ARP ESSER III</p> <p>Implement Tier I, II, and III Instruction as needed. These programs are not intended to be funded by ARP ESSER III</p>	<p>Assess food security and provide added nutrition as needed: GPS feeds 2 meals per day for</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p>	<p>Counselor there for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and health department</p> <p>Adding on-site mental health counselor via clinic on grounds for more services to be available. These programs are not intended to be funded by ARP ESSER III</p>