

# *Perkins-Tryon Public Schools*

## *ARP ESSER III Plan*

### **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.*

COVID-19 and its variants have brought many challenges to Perkins-Tryon 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 Perkins-Tryon Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year.

<b>Expenditure</b>	<b>Strategy/Item for Prevention &amp; Mitigation</b>
<b>Playground Equipment</b>	Prevent larger groups of students from congregating around certain apparatus
<b>Sidewalks</b>	Prevent larger groups of students from congregating when exiting the building
<b>4 School Buses</b>	Allow fewer students per route for social distancing
<b>Pickup</b>	Deliver meals, devices, paper packets to students in need.
<b>Excursion</b>	Deliver meals, devices, paper packets to students in need.
<b>Touchless Water Fountains</b>	Reduce the number of students touching water fountains
<b>Window Replacement</b>	The district plans to replace exiting windows at Perkins-Tryon Middle School for better air quality. Better air quality will prevent the spread of Covid.

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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.*

<b>Expenditure</b>	<b>Strategy/Item for Addressing Learning Loss</b>
<b>Assessments to Track Student Progress and Identify Learning Gaps</b>	Formative assessment with measurement of student growth
<b>Summer School Teachers</b>	The district will provide 1st - 12 grade students the opportunity for extended learning during the summer. This is in response to learning loss that occurred during the pandemic.
<b>Summer School Instructional Materials</b>	The district will provide all supplies necessary for extended learning during the summer. This is in response to learning loss that occurred during the pandemic.
<b>After School Teachers</b>	The district will provide 1st - 12th grade students the opportunity for extended learning after school. This is in response to learning loss that occurred during the pandemic.
<b>After School Instructional Materials</b>	The district will provide all supplies necessary for extended learning after school. This is in response to learning loss that occurred during the pandemic.

<p><b>Renaissance Learning</b></p>	<p>Renaissance Learning offers technology based educational programs for grade Pre-K – 12th grades. The program is designed to assess students, monitor student growth, supplement, and enhance traditional classroom activities. This program and its many reports allow teachers to plan purposefully for interventions, afterschool tutoring, and reteaching. Progress monitoring using tools from this Perkins-Tryon Schools ARP ESSER Plan program enables teachers to respond to learning loss by targeting grade level standards.</p>
<p><b>SEL Curriculum</b></p>	<p>A Social Emotional Learning Curriculum will be implemented to respond to student’s SEL needs due to Covid19.</p>
<p><b>SEL Screener</b></p>	<p>An SEL Screener entitled PASS will be used to provide staff with information regarding students SEL needs. This will allow staff to target the SEL needs of individual students based on screener results. This will be used to respond to student SEL needs due to Covid19.</p>

- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time
- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 45% of the ARP ESSER III Allocation

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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.*

The planned projects in Perkins-Tryon Schools ARP ESSER III Plan are all categorized in Part 1: Strategies for Prevention and Mitigation of COVID; or Part 2: Strategies for Addressing Learning Loss. We have no expenditures planned in the “Other” category.

<b>Expenditure</b>	<b>Allowable Use</b>
<b>Professional Development</b>	The district will compensate teachers for off-contract extra duty pay to attend PD during summer months to respond to student learning loss and prepare teachers to provide a high-quality instruction and meet the SEL of students due to Covid19

# Perkins-Tryon Public Schools

## ARP ESSER III Plan

### 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

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
<b>Students of Low-Socioeconomics</b>	<p>Provide devices for virtual learning as needed.</p> <p>Interventionist:</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 expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionist and Counselor positions will allow more 1:1 interaction with students.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Iowa Nation.</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>Interventionist: 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 expanded opportunities 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 highlighted, celebrated, and respected.</p>	<p>Implement a Cadre of Care – 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 and the Iowa Nation.</p>
<b>English Learners</b>	<p>Interventionist: 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>Summer and After-School programs designed for EIs</p> <p>Purchase program 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>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Implement a Cadre of Care – 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 and the Iowa Nation.</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>Interventionist: 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 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>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. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p>	<p>Implement a Cadre of Care – 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 and the Iowa Nation.</p>

<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students Experiencing Homelessness</b>	<p>Interventionist: 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>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 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>Implement a Cadre of Care – 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 and the Iowa Nation.</p>
<b>Children in Foster Care</b>	<p>Interventionist: 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 expanded opportunities to MVPs.</p>	<p>Implement a Cadre of Care – 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 and the Iowa Nation.</p>
<b>Migratory Students</b>	<p>Identify any migratory students at the point of enrollment.</p> <p>Interventionist: 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 expanded opportunities to MVPs.</p>	<p>Implement a Cadre of Care – teachers who commit to 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 and the Iowa Nation.</p>

