

# Hulbert Public Schools

## REVISED FY24 ARP/ESSER III Use of Funds Plan

District Name:	Hulbert Public Schools
Superintendent:	Jolyn Choate
Phone Number:	918.772.2501
URL:	<a href="http://www.hulbertriders.net">www.hulbertriders.net</a>

The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations) and stakeholders representing interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. Finally, the LEA’s plan must be in an understandable and uniform format, written in a language that parents can understand, orally translated and, upon request by a parent who is individual with a disability, provided in an alternative format accessible to that parent. The Plan must consist of the following:

1. 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 order to continuously and safely open and operate schools for in-person learning;

The Hulbert Public Schools ARP-ESSER3 Consultation Committee has met several times in order to discuss possible ways the district can make the learning environment safe and healthy for students, teachers, and staff. Every time the committee met, much discussion centered on how to keep our students engaged in in-person learning and to make up for lost learning due the COVID-19 pandemic. A list of academic achievement improvement strategies was compiled that included building relationships with students; teaching to objectives; checking for understanding; using authentic lessons; incorporating art and music in other subject areas; appropriately challenging all students; using real world learning tools; writing across the curriculum; starting afterschool and summer programs; teacher hazard and incentive pay; increasing outreach to parents; improve communication; helping students gain ownership of their own learning; advancing our social and emotional learning programs; instilling a love for reading; and providing every student with a Chromebook for their own use. With that in mind, and using the CDC’s most current guidelines to inform the decisions, while keeping students engaged in in-person learning, these are the uses Hulbert Public Schools proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact on our students:

In response to and prevent potential spread of COVID-19 the district needs to purchase **Custodial Supplies and Materials** for increased sanitizing.

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2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] 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 after school programs, or extended school year;

The consultation committee was unanimous in wanting to provide after-school and summer school programming for students to address learning loss. These programs are also imperative for economically challenged families as a means of a safe environment for their students after the school day ends. In addition, the additional Pre-K staff along with instructional technology and on-line resources were unanimously supported by the committee. These additional expenditures will also allow us to address the learning loss due to COVID-19. As such, the following are recommendations from the Consultation Committee:

In order to both respond to the impact of COVID-19, minimize the risks associated with the potential spread of COVID-19 and its current and future variants, and to address the impact of learning loss on students, the district needs to employ an **additional 3-year-old classroom, teacher, and paraprofessional** in response to the effects of COVID-19.

Purchase of **instructional technology** for home or remote access when necessary due to COVID-19. This will provide opportunities for individualized interventions to advance knowledge and skills for all students and to narrow the academic achievement gaps for our students who were disproportionately affected by the COVID-19 pandemic (students with special needs and economically-disadvantaged students).

Misc. instructional software programs will focus on standards-based individualized interventions to advance knowledge and skills for all students and to narrow the academic achievement gaps for our students who were disproportionately affected by the COVID-19 pandemic (students with special needs and economically-disadvantaged students). **Istation** reading and math bundle for the elementary, **Edmentum Exact Path and Courseware Credit Recovery** for the middle school and high school, **Reading Eggs**, and **Study Island** for the elementary are just some of the instructional software programs we will use to deal with the learning loss associated with COVID-19. There will likely be additional instructional software programs purchased as needed to be determined during FY2024.

*The opportunity for an intensive summer school program and after-school programming, will be used to provide learning experiences to help ensure the academic advancement of all students while narrowing the achievement gaps of our students who were disproportionately affected by the COVID-19 pandemic (student with special needs and economically disadvantaged students). An intensive Summer School Program each June (Salaries and benefits all associated staff). After School Program throughout the school year (Salaries and Benefits for all associated staff). Transportation costs may also be budgeted for both programs to ensure that travel is not an impediment for students if funds are available.*

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*The district plans to purchase and utilize Positive Action a social and emotional learning curriculum materials in conjunction with the efforts of district counselors to address the continued mental health issues students are dealing with as a result of effects of COVID-19. Positive Action is a Pre-K-12 school-based program that aims to promote good behavior while disrupting problem behaviors, improves academics, and develops social-emotional and character skills while improving mental and physical health and self-concept. A survey was conducted in FY2023, and those results have formed our response to students social and emotional health needs. This curriculum complements those efforts at all grade levels. Furthermore, this curriculum along with all other mental health services and supports allows us to implement an evidence-based mental health program.*

All of these expenditures will allow the district to more effectively focus on addressing the learning lost due to the COVID-19 pandemic and to narrow the achievement gaps of our students who were disproportionately affected by the COVID-19 pandemic (students with special needs and economically-disadvantaged students).

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3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

Hulbert Public Schools plans to utilize ARP-ESSER III funds to Prepare, Prevent, and/or Respond to the COVID-19 impact on our district. In order to maintain operations and continuity of the district in either direct preparation for, to prevent, or in response to COVID-19; or because of loss of revenue due in large part to the same, Hulbert Public Schools will utilize the various approved funding in the following manner:

**Salaries and Benefits for 1 certified teacher and 1 paraprofessional at the middle school** which will allow the district to respond to the learning gaps and loss due more effectively to COVID-19. These certified teachers and paraprofessional will work directly with students to help them improve the academic achievement of all students while narrowing the achievement gaps of our students disproportionately affected by the COVID-19 pandemic (students with special needs and economically-disadvantaged students).

In order to maintain operations and continuity of the district in either direct preparation for, to prevent, or in response to COVID-19 the district needs to pay for the increased costs of Property and Casualty Insurance along with other required Insurance Policy Coverages. All required insurance coverages have seen a very large increase from FY20 to FY24. The increase in this cost has created an undue burden on the district and the use of ARP-ESSERIII funds to offset the increase is critical for the district's fiscal stability.

***Purchase of classroom technology (e.g. computers, iPads, Chromebooks, etc.) to support instruction across the district to address the learning loss due to the COVID-19 pandemic. The technology will be used to support learning experiences to help ensure the academic advancement of all students while narrowing the achievement gaps of our students who were disproportionately affected by the COVID-19 pandemic (student with special needs and economically-disadvantaged students).***

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4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

Hulbert Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID-19 impact on our district, ensuring that the interventions implemented will respond to the academic, social, emotional, and mental health needs of students.

The district plans to purchase professional services to conduct districtwide Research-Based attitudinal surveys to aid the district in gathering important data to proactively identify barriers that are hindering student success. This expenditure fits well with our efforts to teach and address all the needs of our students in an initiative-taking manner. The survey will be conducted twice during the school year to provide solid pre and post intervention data, both of which will guide our efforts well after the grant cycle ends.

Our academic achievement data indicates that all students were negatively affected by the COVID-19 pandemic. The academic achievement gap between our overall student population and our students with special needs and our economically-disadvantaged students has widened as a result of the COVID-19 pandemic. We intend to use this funding to narrow these noted achievement gaps and to meet the unique needs of all subgroups of students. All students will benefit from having an improved healthy environment that fosters the reduction of the spread of airborne viruses such as COVID-19. By maintaining in-person learning, providing afterschool programs, providing summer school programs, and improving teacher practice, we will be able to narrow existing achievement gaps and serve the unique needs of various subgroups of students.

**Hulbert Public Schools demographic breakdown is as follows:**

**Total Student Population – 571**

**Native American – 314 – 55.0 % of total student population**

**Hispanic/Latino – 57 – 10.0% of total student population**

**Special Education – 128 – 22.4% of total student population**

**Free/Reduced – 342 – 59.9% of total student population.**

Native American students make up a significant percentage of our student population and those students will participate in the summer school offerings to address their specific learning loss issues. Push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup during the regular school year. As with all other students, we will continue to use pull-out academic support in the areas of reading and math to further address the needs of this subgroup. The

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district will also utilize Title VI dollars to support those students with additional instructional support during the school day as well as various counseling services that may be unique to their needs. The additional MS teachers and paraprofessional will help us target these students at a critical stage in their academic and social development. Our efforts will be targeted to the individual needs of these students through the use of the various instructional tools available in part through ESSER funds. Furthermore, the 3-year-old staffing made possible in part through ESSER funds will help these students begin the academic process in a manner that helps ensure that students have the early education academic support needed to create the best foundation possible for academic success. Finally, the districts Title VI committee is an integral part in identifying the preferred needs of this subgroup and members of that committee also served on the district's consultation committee formed to support the Use of Funds plan. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.

Hispanic/Latino students will participate in the summer school offerings to address their specific learning loss issues. Push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup during the regular school year. As with all other students, we will continue to use pull-out academic support in the areas of reading and math to further address the needs of this subgroup. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student. The additional MS teachers and MS paraprofessional will help us target these students at a critical stage in their academic and social development. Our efforts will be targeted to the individual needs of these students through the use of the various instructional tools available in part through ESSER funds. Furthermore, the 3-year-old staffing made possible in part through ESSER funds will help these students begin the academic process in a manner that helps ensure that students have the early education academic support needed to create the best foundation possible for academic success. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.

Special Education students will participate in summer school offerings to address their specific learning loss issues per their IEP's. Additional support for these students during the regular school year will involve this additional instructional time and specific strategies in keeping with IEP's. Special education teachers and paraprofessionals will be critical in supporting these students and their learning loss. These professionals will be actively involved in supporting the students in their additional instructional time. Regular education professionals serving these students are working closely with the special education teachers to support all efforts to address the learning loss of special education students. The addition of the 3-year-old program will help us identify the needs of this subgroup at a very early point in their academics and as such it will help us target solutions to their individual needs.

Low-income students make up over two thirds of our student population as everything that we do centers on serving these students. Summer school will be critical to address their specific learning loss issues. As with all other students, we will continue to use pull-out academic support in the areas of reading and math to further address the needs of this subgroup. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student. The additional MS teachers and MS paraprofessional will help us target these students at a critical stage in their academic and social development with additional support and academic interventions. Our efforts will be targeted to the individual needs of these students through the use of the various instructional tools available in part through ESSER funds. Furthermore, the 3-year-old staffing made possible in part through ESSER funds

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Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
<b>Native American</b>	All items listed in section #2 as well as the items listed in the above narrative.	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services
<b>Low Income</b>	All items listed in section #2 as well as the items listed in the above narrative.	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services
<b>Special Education</b>	All items listed in section #2 as well as the items listed in the above narrative.	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services
<b>Hispanic/Latino</b>	All items listed in section #2 as well as the items listed in the above narrative.	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services