

2023-2024 ARP/ESSER III - Use of Funds Plan

INTRODUCTION

Tulsa Honor Academy (THA) will engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, THA will engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators and staff and unions. Further, the meaningful consultation will 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, THA's plan will 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 consists of the following 4 categories:

1. Prevention & Mitigation Strategies
2. Learning Loss Fund Use
3. Additional ARP-ESSER III Expenditures
4. Interventions Focused on Vulnerable Populations

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

- Improvement of Air Quality – inspections & testing of HVAC system to ensure proper operation or if deficiencies occur, maintenance/adjustment & replacement of HEPA filters within HVAC system to evaluate & improve function of HVAC system to provide adequate air flow & filtration to reduce the spread of COVID-19,
- Improvement of Air Quality – utilizing air purifiers & placing into classrooms with sub-standard air circulation or unopenable windows to ensure filtration & reduction of airborne COVID-19 particles,
- Contract with Office Express Janitorial Services to provide a Day Porter for extra cleaning & sanitization of touch-point surfaces at the Sheridan Campuses during the school day, to provide additional deep cleaning & sanitization as needed, & weekly after-hours hydrostatic

- spray treatment to ensure a clean & sanitized environment to reduce the spread of COVID-19,
- Purchase of additional cleaning & sanitizing supplies to place in each classroom - faculty can facilitate increase cleaning & sanitizing procedures in individual classrooms & desks when contamination occurs,
- Install IdentAKid management systems – for tracking of visitors on-campus, tardy scholars, & early dismissals to aid with contact tracing and emergency and safety situations.

LEARNING LOSS FUND USE

THA 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.

- Provide faculty with additional professional development training to aid in better identification & data analysis to identify gaps in student achievement, especially in the Core Courses of Reading, Math, & English.
- Provide Assistant Principals of Instruction with additional resources & training opportunities to better support faculty needs, including collaboration assistance with curriculum supplementation, lesson plan development, intervention implementation, analysis of student data to direct instruction and building learning capacity, & faculty setting individualized goals,
- Purchase and use of software to assist with learning loss, including Ellevation English Language compliance software, Edmentum Credit Recovery, & GoGuardian Chromebook Management.

ADDITIONAL ARP-ESSER III EXPENDITURES

THA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act.

- Provide professional development to faculty so they understand the operation, ability, & programmatic utilization of classroom technology, & knowledge of the scholar monitoring & documentation system (PowerSchool) most effectively,
- Provide additional science laboratory equipment and experiments supplies so scholars will have access to relevant & hands-on learning to reinforce curriculum & better prepare scholars for post-secondary education opportunities,

INTERVENTIONS FOCUSED ON VULNERABLE POPULATIONS

THA 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. Approximately 95% of THA's scholars fall into at least one of these categories.

Major Scholar Sub-Group	Academic Needs	Social/Emotional Needs	Mental Needs
Low-income Families	<ul style="list-style-type: none"> ~ Frequent contact with parents &/or guardians to ensure scholars have tools at home to complete school work ~ Ensure scholars have necessary consumables for class (pencils, papers, etc.) 	<ul style="list-style-type: none"> ~ After school enrichment such as Garden Club, Chess Club, Changemakers, etc. ~ SEL curriculum for all scholars ~ College Readiness Advisors to assist families applying for post-secondary scholarships ~ On-site mental health professionals for one-on-one conferences ~ Ensure nutritious food access is available 	<ul style="list-style-type: none"> ~ On-site mental health professionals for one-on-one conferences ~ Referral to outside mental health professionals as needed
Students of Color	<ul style="list-style-type: none"> ~ Extended school day & year ~ Frequent contact with parents &/or guardians to ensure scholars have tools at home to complete school work 	<ul style="list-style-type: none"> ~ After school enrichment such as Garden Club, Chess Club, Changemakers, etc. ~ On-site mental health professionals for one-on-one conferences or group therapy to teach decision-making skills ~ Friday afternoon SEL curriculum for 60-90 minutes for all scholar 	<ul style="list-style-type: none"> ~ On-site mental health professionals for one-on-one conferences or referral to outside assistance ~ Referral to outside mental health professionals as needed

English Language Learners	<ul style="list-style-type: none"> ~ Extended school day & year ~ Provide modified course content as needed to facilitate equal learning opportunities 	<ul style="list-style-type: none"> ~ Additional training for faculty & staff to learn alternate communication methods for non-bilingual students ~ College Readiness Advisors to assist family apply for post-secondary scholarships 	~ Referral to outside resources as needed.
Scholars with Disabilities	<ul style="list-style-type: none"> ~ Extended school day & year ~ Outreach to parents &/or guardians to ensure THA can provide any needed accommodations to improve learning environment 	<ul style="list-style-type: none"> ~ Employ paraprofessionals to aid with student needs & provide support ~ SEL curriculum for all scholars ~ Ensure scholar has equal access to after school events & activities 	~ Training with decision making and coping skills to prepare them for after graduation challenges
Scholars Experiencing Homelessness	<ul style="list-style-type: none"> ~ Extended school day & year ~ Frequent check in with Homeless Liaison to ensure scholar has needed tools for learning ~ Provide computers and hotspots so scholars will have internet access outside of school for homework & research. ~ Ensure scholars have necessary consumables for class (pencils, papers, etc.) 	<ul style="list-style-type: none"> ~ Transportation to/from after school activities & temporary living arrangements ~ Frequent check in by Homeless Liaison to ensure scholar has needed tools for learning ~ SEL curriculum for all scholars 	<ul style="list-style-type: none"> ~ Expanded community resource list to better assist scholars & families, depending on immediate need ~ Periodic check-in with family contact to provide support during homeless time
Scholars in Foster Care	<ul style="list-style-type: none"> ~ Extended school day & year ~ Ensure foster care liaison meets regularly with scholar, foster family & DHS case manager ~ Ensure scholars have necessary consumables for class (pencils, papers, etc.) 	<ul style="list-style-type: none"> ~ Transportation to/from after school activities and living arrangements ~ Transportation arrangement to/from school to out-of-district living arrangements ~ SEL curriculum for all scholars 	~ On-site counseling & establishment as trusted partner to learn how to react/handle challenges of foster placement
Migratory Scholars	<ul style="list-style-type: none"> ~ Extended school day & year ~ Assist parents &/or guardians with obtaining school records for next move ~ Ensure scholars have necessary consumables for class (pencils, papers, etc.) 	~ SEL curriculum for all scholars	<ul style="list-style-type: none"> ~ One-on-one counseling to provide tools to handle frequently moving & family status better. ~ Mental health professionals to provide guidance with school assimilation & activities to become entrenched in school culture while present.

