

## Choctaw-Nicoma Park School District

### American Rescue Plan

2021-2024

Choctaw-Nicoma Park School District, in partnership with school and community groups, will use its ARP funding in the following manner:

- **Social and Emotional Support for Students and Staff**  
Research over decades has demonstrated the positive effects of universal, classroom-based Social Emotional programs for children. The district will implement a holistic program using community resources such as Tri-City counseling services, Citizen Potawatomie services paired with school counselors and online programs to provide appropriate, structured social and emotional support for the Choctaw-Nicoma Park school community particularly for our most vulnerable populations that we serve.
- **Programs to Address Student Learning Gaps**  
During a course of three school years (2021-2024), educators within the district will be trained on and implement several diagnostic-intervention strategies to address learning loss for students during the Pandemic quarantines and school closures. Educators will utilize multiple sources of data to visualize key metrics that influence student performance, like chronic absence, suspensions, office referrals and course failures. Utilizing these matrixes, a detailed Response-to-Intervention plan will systematically address academic losses using varied appropriate educational strategies.
- **Summer School for Remediation and Enrichment (K-5)**  
SPARK (Summer Preparation and Acceleration Resources for Kids) will serve elementary students meeting Tier II in Response to Intervention (RTI) plans and students needing Reading instruction determined through RSA requirements will be eligible to receive continued summer instruction from certified classroom teachers. The focus of the summer programs will be on reading and math instruction focused upon student needs determined through benchmark testing in the morning. The afternoon sessions will transition to hands-on STEM activities using research-backed programming emphasizing problem solving and collaboration.
- **Summer School for Middle School Course Recovery**  
Students in grades 6-8 who require course recovery opportunities will be eligible to attend summer programs in their particular areas of need as required to promote.
- **Summer School Middle School Enrichment**  
Students in grades 6-8 will have the opportunity to participate in half-day, hands-on STEM focused activities.
- **Summer School for High School Credit Recovery**  
Students in grades 9-12 who require credit recovery opportunities will be eligible to attend summer programs in their particular areas of need as required to graduate.

- [ACT Enrichment Activities \(9-12\)](#)  
ACT and Pre-ACT programs will be offered to high school students both during the summer and throughout the school year.
- [Extended School Day \(K-5\)](#)  
Elementary students (K-5) with skill-based learning gaps identified through RTI (Response to Intervention) and benchmark testing will receive extended instruction by certified teachers in the areas of reading and math after the traditional school day has ended. The instruction will be shaped through PLCs (Personal Learning Communities) focused upon the student's individual needs. The service will be offered to any students identified through benchmark testing, school counselors, or classroom teachers needing assistance for academic learning loss attributed to coronavirus either from personal experience or distance learning during school or class quarantining. Particular focus will be given to student subgroups as identified in the District's Comprehensive Academic Plan.
- [After-School Tutoring \(6-12\)](#)  
Secondary students (6-12) will receive after-school tutoring services using certified teachers in the four curriculum areas (ELA, Math, Social Studies, and Science). The service will be offered to any students identified through benchmark testing, school counselors, or classroom teachers needing assistance for academic learning loss attributed to coronavirus either from personal experience or distance learning during school or class quarantining. Particular focus will be given to student subgroups as identified in the District's Comprehensive Academic Plan. In addition, ACT and Pre-ACT programs will be offered to high school students (9-12) in order to provide enrichment opportunities.
- [Intervention Program \(6-8\)](#)  
Students in grades 6-8 who are at-risk as identified through behavior, attendance and grades matrixes will have the opportunity to participate in an alternative intervention program during the regular school day.
- [1 to 1 Device Initiative for Students](#)  
Allowing students with limited financial means the access to checkout a Chromebook ensures a seamless transition from in-person to distance learning as needed in the event of medical needs including homebased learning or during inclement weather so that instruction is never neglected. Chromebooks allow our district to purchase district management software used to “push out” educational applications, provide monitoring and filter content. Touchscreen Chromebooks are recommended for our early education classrooms and some special education classrooms. Regular Chromebooks are recommended for grades 3-12 throughout the district. A number of Chromebooks were already purchased by sites and by the district using CARES money and ACE Remediation money. No site would be penalized. Sites which already have 1:1 devices could replace equipment. Other sites would have a significant number of Chromebooks added to their sites. Choctaw-Nicoma Park Schools currently has 3,543 devices “managed” through our software that were school purchased. In addition to those devices, several hundred more were purchased by parents who requested that we manage their Chromebooks. Chromebooks

will be purchased for each site using ARP money to create a 1:1 ratio of devices to children within our district.

- **Instructional Delivery Systems**

When computers were purchased by the district, Smartboards were also purchased. Now our units are aging out and need replacing. As with computers, Smartboards have updated. When originally purchased, these units required projection equipment and incurred heavy installation costs. In addition, software licensing has become problematic. Many of the units currently do not have updated or functional software. While elementary and special-needs classrooms use Smartboards as fully intended, the majority of secondary classrooms use their Smartboards much like very expensive overhead projectors. Two types of instructional delivery systems are more adequate for our district's needs. The first is a Smart TV which includes a five-year license. These units are the size of a large TV (over 75") and have the same capabilities as a Smartboard. However, installation requires no more than that of a large screen television. These units could be used in elementary classes, secondary math classes and special needs classrooms to replace outdated or non-functioning Smartboards. The second type of unit would actually be a large-screen television (75") with a casting system. Again, these units would require the same amount of installation effort as a large-screen television. These projections simply half the faculty numbers from above with the assumption that half of our teachers are either elementary or special needs teachers and the other half are in classrooms for 6<sup>th</sup>-12<sup>th</sup> grade.

- **Teacher Technology**

It has been over ten years since any districtwide initiative (at that time a bond issue) was used to purchase teacher computers. Since then, needs have changed drastically in classrooms. Laptops assure that lesson planning, grading, absence planning, can be continued away from the classroom without the need for teachers to purchase their own laptops or work onsite no matter the circumstances. During distance learning both synchronous (live) and asynchronous (classes conducted strictly through a curriculum management system) learning could continue with students. These systems would require a teacher laptop, docking station and new screen.

- **Air Purification and Air Quality at all Sites**

Needlepoint Bi-polar Ionization systems will be installed at all nine school sites. The Bi-polar ionization system as evidenced through substantial 3<sup>rd</sup> party testing and certifications it has achieved is effective in reducing transmission of COVID-19.

1. UL Certified (UL2998): stating it does NOT create Ozone
2. Pathogens, Mold & Viruses: Independent lab reports prove that it has a 99.4% effectiveness in deactivating SARS CoV-2, as well as > 90% effectiveness in killing Norovirus, E. Coli, Staph, Mold Spores and more) - Please note that the ionization unit is a Steady-State Purification system in that it is constantly purifying both Airborne AND on Surfaces 24/7
3. Particulate Reduction: Independent lab tests show > 75% reduction of harmful VOC's (Ammonia/Formaldehyde, etc.) and Ultra-Fine Particulates significantly reducing Asthma and Allergy triggers
4. Energy Savings: Increase HVAC energy efficiency by reducing the outside air requirement via the ASHRAE 62.1 IAQ procedure.

5. Tackles Odors: NPBI technology breaks down chemical, pet, cooking, and other odors into basic harmless compounds, leaving indoor air smelling fresh and substantially reducing odor causing VOCs
6. 179D Energy Efficient Tax Deduction: The technology qualifies for a \$0.60 per square foot deduction.