

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

COVID-19 and its variants have brought many challenges to Anadarko 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.

In consultation with stakeholders, the following strategies/items have been identified as needs for Anadarko Public Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2022-2023 2023-2024 school year.

ESSER III Project	Strategy/Item for Prevention & Mitigation
School Buses	To provide more buses to allow fewer students per route for social distancing to prevent the spread of COVID.
Suburban	For delivery of meals, distance learning packets, books, and/or computers to students.
HVAC	To prevent the spread of COVID by improving air quality and energy efficiency.
Lawnmower	To provide more space outside for PE and playground to allow for social distancing.
Construction and Renovation to school building doors, door access, and windows	School facility repairs and improvements to enable operation of schools to prevent and reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.
Construction and Renovation of Covered Outdoor Classrooms with Benches and Tables	To prevent spread by providing a place for social distancing and fresh air.
Playgrounds and shade structures	To prevent spread by adding an area for elementary students for social distancing and physical activity in fresh air.
Video Surveillance System	To mitigate the spread using contact tracing.
Vape Detectors	To prevent spread and reduce risk associated with vaping.
Nurse	To prevent spread and conduct contact tracing.

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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 after school 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
Study Island and academic skill online Subscription	Skills aligned to the Oklahoma Academic Standards providing comprehensive coverage in; Math, Language Arts, Science, Social Studies. Cloud-based allowing students to work in class, before/after school, or at home.
Counselor	To address social and emotional needs of students.
Tutoring	To provide support to students in core curriculum areas.
Class-size Reduction/Teacher, Teacher Assistants	Small group and individualized instruction.
Summer School Teacher and Assistants	Create opportunities for extended learning to respond to the academic achievement gap created by the impact of COVID.

***Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time**

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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.

ESSER III Project/Expenditure	Allowable Use
Oklahoma Schools Insurance Group	Property and Liability coverage which is required to maintain the operation and continuity of services of all school buildings and facilities; also includes Cyber Liability to cover the increased risk associated with large-scale distance learning.
Oklahoma School Assurance Group	Workers' Compensation services for the district; Necessary for the district to be able to recruit, and maintain current staffing needs. Also includes Safety Training for all staff members of the district.
Intercom/Phone System	To replace old unreliable equipment for communication helping with social distancing.
Go Guardian	Software to filter and monitor student use of school devices.
Construction and renovation of staff fitness area	Flooring, and equipment necessary to maintain continuity of services by continuing to employ and retain existing staff and being able to recruit more staff through health and wellness of staff.
Stipend for Professional Development	To provide ongoing Professional Development toward professional growth.
Computers for Labs	To replace outdated desktop computers to allow students interaction with classroom activities.
Utility service	To maintain operation and continuity of services.
Classroom Interactive Boards	Teaching device used in classroom for student interaction and classroom activities

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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.

Most Vulnerable Populations	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide 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</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Additional counselor positions will allow more 1:1 interaction with students.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies, CIS, Tribal Nations.</p> <p>Mental health professionals available.</p>
Students of Color	<p>Provide devices and connectivity for virtual learning as needed</p> <p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide 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</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Additional counselor positions will allow more 1:1 interaction with students.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies, CIS, Tribal Nations.</p> <p>Mental health professionals available.</p>

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<p>English Learners</p>	<p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide 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</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>Additional counselor positions will allow more 1:1 interaction with students.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies, CIS, Tribal Nations.</p> <p>Mental health professionals available.</p>
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<p>Students with Disabilities</p>	<p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide tutoring as needed.</p> <p>Provide adaptive technology to close the homework gap for students with disabilities.</p> <p>Provide in – person learning for Student with Disabilities during Remote Learning days as possible.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities</p> <p>Engage families in the school's programs of academics and activities.</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>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>Additional counselor positions will allow more 1:1 interaction with students.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies, CIS, Tribal Nations.</p> <p>Mental health professionals available.</p>
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<p>Homeless Students</p>	<p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide tutoring as needed.</p> <p>The District will make every effort to receive school records from previous schools.</p> <p>Full or partial credit will be awarded to students for coursework completed before enrollment.</p> <p>Online coursework will be used to recover credits.</p> <p>Provide devices and connectivity for virtual learning 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</p> <p>Engage families in the school's programs of academics and activities.</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>Additional counselor positions will allow more 1:1 interaction with students.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies, CIS, Tribal Nations.</p> <p>Mental health professionals available.</p>
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<p>Children in Foster Care</p>	<p>Identify Foster students at the point of enrollment.</p> <p>Assess for learning gaps.</p> <p>Provide devices and connectivity for virtual learning as needed</p> <p>Implement evidence-based instruction.</p> <p>Provide support for unfinished learning.</p> <p>Provide 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</p>	<p>Additional counselor positions will allow more 1:1 interaction with students.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies, CIS, Tribal Nations.</p> <p>Mental health professionals available.</p>
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Migratory Students	Identify migratory students at the point of enrollment. Assess for learning gaps. Provide devices and connectivity for virtual learning as needed Implement evidence-based instruction. Provide support for unfinished learning. Provide tutoring as needed.	Assess food security and provide added nutrition as needed through donations. Assess schools' clubs and activities to open new opportunities for expanded opportunities Engage families in the school's programs of academics and activities.	Additional counselor positions will allow more 1:1 interaction with students.	Provide a school counseling program to meet emergent needs. Refer to professional support through agencies, CIS, Tribal Nations. Mental health professionals available.
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Anadarko Public Schools ARP ESSER II Spending Plan

Has been created in consultation with a variety of stakeholder groups and is open to public comment. Please provide input at stakeholder@apswarriors.com