

# Colcord Public Schools



**2021-22**

## **ARP/ESSER III Use of Funds Plan**

*(ARP ESSER Plan)*

*(This plan has been updated to meet the requirements of ARP/ESSER III & the ARP ESSER Plan.)*

## **Introduction**

Colcord Public Schools (CPS) is committed to implementing prevention and mitigation strategies, addressing the academic impact of lost learning time, and responding to all students' academic, social, emotional, and mental health needs. It is noteworthy to mention that during the 2020-2021 school year, CPS was only forced into a COVID-19 related closure for a single week in December 2020.

This plan was developed through meaningful consultation with stakeholders, including students, parents/guardians, families, teachers, school staff, district administrators, principals, the child nutrition director, the special education director, the federal programs director, the Hornets of Character before/after/summer school director, the English learning (EL) coordinator, the alternative education director, the district homeless liaison, the district foster care liaison, the district Indian education project director, and the Johnson O'Malley contact. Tribal representatives from the Cherokee Nation were also invited to participate in meaningful consultation and collaboration. The district engages in ongoing consultation and collaboration with our local tribe. Colcord Public Schools will periodically, but not less than every six months, seek public input and consultation to review and, as appropriate, revise the plan.

Following the American Rescue Plan Act (ARP)/Elementary and Secondary School Emergency Relief Fund (ESSER) plan guidance provided by the [United States Department of Education \(USDE\)](#) and the [Oklahoma State Department of Education \(OSDE\)](#), this plan was initially approved and adopted by the Colcord Public Schools Board of Education on Thursday, June 17, 2021. After approval and adoption, the plan was posted on the district's website: [www.colcordschools.com](http://www.colcordschools.com).

*(Approved: 6/17/2021)*

## ARP/ESSER III Use of Funds

Colcord Public Schools (CPS) received an ARP/ESSER III (795) allocation of \$2,027,381.34. These funds will be leveraged in addition to the remaining CRRSA/ESSER II (793) funds to provide the students in the district with a safe in-person learning environment. The district expended all of its allocated CARES/ESSER I (788) during fiscal year 2021. CPS will utilize ARP/ESSER III (795) funds to implement prevention and mitigation strategies, address the academic impact of lost learning time, and respond to all students' academic, social, emotional, and mental health needs. Any remaining funds will be utilized consistent with section 2001(e)(2) of the ARP Act. CPS will also utilize at least 20% of ARP/ESSER III (795) funds to mitigate learning loss and accelerate learning. The total amount of the 20% set-aside will be at least \$405,476.27 of the district's \$2,027,381.34 total ARP/ESSER III (795) allocation. All funds will be utilized for reasonable and necessary expenditures that **prevent**, **prepare**, and **respond to** the COVID-19 pandemic.

The following expenditure plan is current as of Thursday, June 17, 2021. However, please be aware that this plan is subject to change as needs are monitored and reassessed throughout the current school year.

### **Prevention & Mitigation Strategies:**

Colcord Public Schools (CPS) plans to utilize ARP/ESSER III (795) funds to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance on operating schools for in-person learning. It is noteworthy to mention that during the 2020-2021 school year, CPS was only forced into a COVID-19 related closure for a single week in December 2020.

The district anticipates utilizing funds in the following ways to implement prevention and mitigation strategies:

- The district intends to purchase additional yellow route buses to promote social distancing and improve indoor air quality. This prevention and mitigation strategy is a direct **response to** the COVID-19 pandemic. Additionally, this strategy will allow the district to better **prepare** for and **prevent** the spread of COVID-19.
- The district intends to replace HVAC units across the district to improve indoor air quality in school facilities. This prevention and mitigation strategy is a direct **response to** the COVID-19 pandemic. Additionally, this strategy will allow the district to better **prepare** for and **prevent** the spread of COVID-19.
- The district intends to replace windows across the district to improve indoor air quality in school facilities. This prevention and mitigation strategy is a direct **response to** the COVID-19 pandemic. Additionally, this strategy will allow the district to better **prepare** for and **prevent** the spread of COVID-19.
- The district intends to replace doors across the district to improve indoor air quality in school facilities. This prevention and mitigation strategy is a direct **response to** the COVID-19 pandemic. Additionally, this strategy will allow the district to better **prepare** for and **prevent** the spread of COVID-19.
- The district intends to improve roofs across the district to promote social distancing and improve indoor air quality. This prevention and mitigation strategy is a direct **response to** the COVID-19 pandemic. Additionally, this strategy will allow the district to better **prepare** for and **prevent** the spread of COVID-19.

- The district intends to improve flooring across the district to promote social distancing and improve indoor air quality. This prevention and mitigation strategy is a direct **response to** the COVID-19 pandemic. Additionally, this strategy will allow the district to better **prepare** for and **prevent** the spread of COVID-19.
- The district intends to utilize funds for construction projects that will flow through the district Building Fund. This will allow the district to leverage additional funds for projects that promote social distancing, improve indoor air quality, reduce risk of virus transmission, reduce exposure to environmental health hazards, and support student health needs. This prevention and mitigation strategy is a direct **response to** the COVID-19 pandemic. Additionally, this strategy will allow the district to better **prepare** for and **prevent** the spread of COVID-19.

## **Addressing the Academic Impact of Lost Learning Time: (20% Set-Aside)**

Colcord Public Schools (CPS) plans to utilize ARP/ESSER III (795) funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions. CPS ensures that the chosen interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of ESEA (20 U.S.C. 6311(b)(2)(B)(xi)) (which include each major racial and ethnic group; economically disadvantaged students as compared to students who are not economically disadvantaged; children with disabilities as compared to children without disabilities; English proficiency status; gender; and migrant status), students experiencing homelessness, and children and youth in foster care. The total amount of the 20% set-aside will be at least \$405,476.27 of the district's \$2,027,381.34 total ARP/ESSER III (795) allocation.

The following will be utilized as resources for evidence-based interventions:

- The What Works Clearinghouse (WWC)- <https://ies.ed.gov/ncee/wwc/>
- Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement- <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- OSDE Guides to Selecting and Applying Evidence Based Practices-
  - <https://sde.ok.gov/sites/default/files/documents/files/Reading%20Guide%202-26-20.pdf>
  - <https://sde.ok.gov/sites/default/files/documents/files/Mathematics%20Guide%202-26-20.pdf>
  - <https://sde.ok.gov/sites/default/files/documents/files/English%20Language%20Proficiency%20Guide%202-26-20.pdf>
  - <https://sde.ok.gov/sites/default/files/documents/files/Parent%20Family%20Engagement%20Guide%202-6-20.pdf>
  - <https://sde.ok.gov/sites/default/files/documents/files/Safe%20and%20Healthy%20Schools%20Guide%202-26-20.pdf>

Intervention will include the implementation of evidence-based Tier 1 instruction, Tier 2 evidence-based support for unfinished learning, and Tier 3 tutoring, if necessary.

The district anticipates utilizing funds in the following ways to address the academic impact of lost instructional time:

- The district intends to employ an additional reading interventionist through the fiscal year 2024 to help bridge the gap of learning loss of students in the elementary (K-5) during the COVID-19 pandemic. This is a needed academic and research-based intervention in **response to** the COVID-19 pandemic and the resulting learning loss.
- The district intends to employ a mathematics interventionist through the fiscal year 2024 to help bridge the gap of learning loss of students in the elementary and middle school (3-8)

during the COVID-19 pandemic. This is a needed academic and research-based intervention in **response to** the COVID-19 pandemic and the resulting learning loss.

- The district intends to employ a transitional 2nd-grade teacher through the fiscal year 2024 to help bridge the gap of learning loss of students in the early childhood program (PK-1) during the COVID-19 pandemic. This is a needed academic and research-based intervention in **response to** the COVID-19 pandemic and the resulting learning loss.
- The district intends to leverage funds to purchase curriculum and programs through the fiscal year 2024 to help bridge the gap of learning loss and credit recovery of all (PK-12) students in the district. This is a needed academic and research-based intervention in **response to** the COVID-19 pandemic and the resulting learning loss.

## **Response to the Academic, Social, Emotional, & Mental Health Needs of All Students:**

Colcord Public Schools (CPS) plans to utilize ARP/ESSER III (795) funds to ensure the interventions implemented will respond to the academic, social, emotional, and mental health needs of all students, particularly those disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English Learners (ELs), children with disabilities, students experiencing homelessness, and children in foster care.

The district anticipates utilizing funds in the following ways to respond to the academic, social, emotional, and mental health needs of all students:

- The district intends to employ a school attendance/parent involvement and family engagement specialist through the fiscal year 2024 to help **respond to** the academic, social, emotional, and mental health needs of all (PK-12) students impacted by the COVID-19 pandemic, particularly those disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English Learners (ELs), children with disabilities, students experiencing homelessness, and children in foster care. The focus of this position will be improving student attendance and engaging/involving parents and families, particularly those disproportionately impacted by the COVID-19 pandemic.
- The district intends to employ an additional elementary physical education teacher through the fiscal year 2024 to help **respond to** the academic, social, emotional, and mental health needs of elementary (PK-5) students impacted by the COVID-19 pandemic, particularly those disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English Learners (ELs), children with disabilities, students experiencing homelessness, and children in foster care. Research suggests that physical activity improves students academic performance, classroom behavior, and overall health:
  - <https://ies.ed.gov/ncee/search/?q=physical+education>
  - <https://www.ncbi.nlm.nih.gov/books/NBK201501/>
  - <https://ies.ed.gov/ncee/edlabs/regions/northwest/askarel/physical-activity.asp>
  - <https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/85>
  - <https://ies.ed.gov/ncee/edlabs/regions/southwest/ask-a-rel/pe-academic-achievement.aspx>
  - <https://ies.ed.gov/ncee/edlabs/regions/northwest/askarel/physical-activity-breaks.asp>
  - <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Finally, an additional elementary physical education teacher will allow for greater social distancing , improve indoor air quality, and **prevent** the spread of COVID-19. The focus of this position will be improving the overall academic, social, emotional, mental, and physical health

needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic.

## **Use of Remaining Funds:**

Colcord Public Schools (CPS) plans to utilize any remaining ARP/ESSER III (795) funds consistent with section 2001(e)(2) of the ARP Act.

The district anticipates utilizing funds in the following ways that are consistent with section 2001(e)(2) of the ARP Act:

- The district intends to employ an additional staff member in the district technology department through the fiscal year 2024. The Assistant Technology Director/District Device Manager position will assist in the development and implementation of procedures and systems to improve the **preparedness** and **response** efforts by the district to logistical issues caused by the COVID-19 pandemic. This additional staff member will be responsible for managing the devices purchased in response to the COVID-19 pandemic. This will allow the district to be better **prepared** in its COVID-19 response procedures and systems. All students in the district will benefit from this additional positional and technical support.
- The district intends to purchase educational technology to **prepare** for and **respond to** the COVID-19 pandemic. The district will utilize all available funding sources to meet these needs including CARES/ESSER I (788), CRSSA/ESSER II (793), and ARP/ESSER III (795).

Technology costs include but are not limited to:

- Chromebooks & Licenses
- Hotspots & Usage Fees
- Laptops
- PCs
- Educational Software
- Printers
- Headsets
- Document Cameras
- Updated Smartboards
- Updated Communication/Phone System

***\*REMINDER: This plan is subject to change as needs are monitored and reassessed throughout the current school year.***