



Skiatook Public Schools

ESSER III/ARP Plan for Use of Funds

Approved by the ESSER III Committee November 2, 2021

Approved by the Board of Education November 8, 2021



The American Rescue Plan of 2021 (ARP) and Elementary and Secondary Schools Emergency Relief Fund (ESSER III) was enacted on March 11, 2021. The monies are to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

COVID-19 and its variants have brought many challenges to Skiatook 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 with only occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

In consultation with stakeholders and the ARP/ESSER III Planning Committee the following strategies/items have been identified as needs for Skiatook Public Schools to continue to effectively serve our students throughout the pandemic. ARP ESSER III funding will be available through September 30, 2024. Unused funds from the 2021-2022 school year will be carried over to subsequent school years during the period of availability. The response to COVID-19 is fluid in nature and ARP ESSER III funds allows Skiatook Public Schools to respond to challenges that may arise. If funding for a particular item has been identified as an expenditure in ESSER III stimulus funds, it is noted in the charts below.

Part 1: 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-person learning.

Expenditure	Strategy/Item for Prevention & Mitigation	ESSER III Funding Year
Air Purifiers for all classrooms/office spaces	Respond to COVID-19 through the purchase of Air Purifiers for all Classroom and Office Spaces. (Use of Funds 2.P – Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilations, and air conditioning systems, filtering purification and other air cleaning, fans, control systems, and window and door repair replacement.)	FY22
Clorox Total 360 Electrostatic Sprayers and subsequent year clorox refill cartridges	Prevent COVID-19 by purchasing equipment to sanitize surfaces at all school sites (Use of Funds 2.I – Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated.)	FY 22, 23 & 24
Hydration Stations	Respond to COVID-19 through the purchase of Hydration Stations. Students are unable to have access to fresh water throughout the school day due to the fact that the water fountains are turning off due to COVID. (Use of Funds 2.O – School facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environment health hazards, and to support student health needs.)	FY22
Outdoor Spaces to Promote Social Distancing	Prevent the transmission of COVID-19 by creating Outdoor Learning Spaces at all sites. Each outdoor space will have a concrete pad, mesh cover overhead, and permanent seating for 32 students. (Use of Funds 2.O – School facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environment health hazards, and to support student health needs.)	FY22
HVAC Upgrades	Respond to COVID-19 through the purchase of HVAC upgrades to improve indoor air quality. (Use of Funds 2.P – Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilations, and air conditioning systems, filtering purification and other air cleaning, fans, control systems, and window and door repair replacement.)	FY22, 23, & 24
Roof Replacement	Respond to COVID-19 through the purchase of partial foam roof replacement at two sites to improve indoor air quality. (Use of Funds 2.P – Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilations, and air conditioning systems, filtering purification and other air cleaning, fans, control systems, and window and door repair replacement.)	FY22, 23 & 24



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.

Expenditure	Strategy/Item for Addressing Learning Loss (All Items in this section address Use of Funds 1: Address learning loss and address the disproportionate impact of the coronavirus on the student subgroups)	ESSER III Funding Year
Exact Path	Learning Loss: Annual Subscription for Exact Path. Respond to COVID-19 by addressing learning loss among students.	FY 22, 23, & 24
Leader in Me	Learning Loss: Respond to COVID-19 by providing an evidence-based SEL Program Leader in Me.	FY 22, 23, & 24
Additional Counselor at SE	Learning Loss: Respond to COVID-19 by providing an evidence-based SEL Counselor Salary.	FY 22, 23, & 24
OpenSciEd FY22 Released Modules Materials	Learning Loss: Respond to COVID-19 by purchasing OpenSciEd newly released curricular materials to make the complete set of curriculum purchased during FY21.	FY22
Marrs Skill Builder Paraprofessional Position	Learning Loss: Respond to COVID-19 by employing a Skill Builder Paraprofessional to meet the learning gaps of students.	FY 22, 23, & 24
Sensory Pathways to Support SEL	Learning Loss: Respond to COVID-19 purchasing sensory pathways to support SEL	FY 22
Sensory Classroom Para at Marrs to Support SEL	Learning Loss: Respond to COVID-19 employing a Paraprofessional in the Sensory Classroom to support SEL.	FY 22, 23, & 24
Vision/Hearing Screener	Learning Loss: Respond to COVID-19 by purchasing vision and hearing screener kits to identify students needs due to lack of doctor visits over the past year and a half due to COVID.	FY22
iPads, Case, Smartboard Adapter, and Carts	Learning Loss: Respond to COVID-19 by purchasing iPads/cases/carts for 50 iPads and Smartboard iPad adapters to use with STEM curricular to address the curricular gap in science at Marrs.	FY22
High School Summer Credit Recovery Program	Learning Loss: Respond to COVID-19 employing teachers for a high school summer credit recovery program.	FY 22, 23, & 24
High School USA Test Prep	Learning Loss: Respond to COVID-19 by purchasing USA Test Prep to address curricular gaps.	FY 22, 23, & 24
Assorted Curricular Products that Meet Gap Needs	Learning Loss: Respond to COVID-19 by purchasing assorted curricular products to address curricular gaps.	FY 22, 23, & 24
High School Additional Seats in Edgenuity	Learning Loss: Respond to COVID-19 by purchasing additional seats in Edgenuity to provide instruction in areas where there is no certified teacher.	FY 22, 23, & 24
Elementary Summer School Additional Classes	Learning Loss: Respond to COVID-19 employing teachers additional elementary level summer school classes.	FY 22, 23, & 24
Secondary SEL Program – Including Addressing Alcohol & Drug Awareness	Learning Loss: Respond to COVID-19 purchasing an SEL program for the secondary level that also addresses alcohol and drug awareness.	FY 23, & 24



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.

Expenditure	Strategy/Item	ESSER III Funding Year
Salaries	Respond to COVID by employing existing staff to ensure continuity of services. (Use of Funds 2.R Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.)	FY 22, 23 & 24
Chromebooks/Google License	Respond to COVID-19 through the purchase of Chromebooks, Google License. (Use of Funds 2.K Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.)	FY22
Go-Box Chromebook Deployment	Respond to COVID-19 through the purchase of Go-Box Chromebook Deployment to allow the Technology Director to set up 16 devices at a time. (Use of Funds 2.K Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.)	FY22
Bus Camera Replacement with Cloud Storage to Allow for Contact Tracing (Including the running of network cabling in the Bus Garage)	Respond to COVID-19 by providing the tools to contact trace a COVID positive student that rides a school bus in a timely manner. Our current bus video system has is stored on HD cards in the bus, which may or may not be working. The purchase of a new camera system with cloud storage will require network cabling to be run in the Bus Garage. (Use of Funds 2.R – Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the LEA.)	FY22
Bus Tracking Software to allow for Contact Tracing	Respond to COVID-19 by providing the tools to contact trace a COVID positive student that rides a school bus in a timely manner. The purchase of bus tracking software will allow us to easily identify which students were on the bus during a COVID exposure. (Use of Funds 2.R – Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the LEA.)	FY 22, 23 & 24
Purchase of iPads to Utilize on Buses to Work with Bus Tracking Software to allow for Contact Tracing	Respond to COVID-19 by providing the tools to contact trace a COVID positive student that rides a school bus in a timely manner. The purchase of iPads to utilize on buses to work with bus tracking software will allow us to easily identify which students were on the bus during a COVID exposure. (Use of Funds 2.R – Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the LEA.)	
Bus Wifi Service to Allow Students WITHOUT Access to Wifi at home to Have Access to Wifi on the Bus Ride Home to Complete Homework	Respond to COVID-19 by providing Wifi service on buses to allow students WITHOUT access to Wifi at home to have access to Wifi on the bus ride home to complete homework. (Use of Funds 2.R – Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the LEA.)	FY 23 & 24



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.

The systems listed below apply to ALL students at Skiatook Public Schools. ALL students include low-income, students of color, English learners, children with disabilities, student experiencing homelessness, children in foster care, and migratory students.

Vulnerable Population	Academic Needs	Social Needs	Emotional/Mental Health Needs
Students from Low-Income Families	Tier I – All Students (Prevention)		
	Collaborative Teams, NWEA Testing	Provide Quality Nutrition at School	Implement Leader in Me and/or other SEL Curriculum
	Tier II – Students Identified in Need of Support (Interventions & Extensions)		
	WIN/GRIT Time, Behavior Early Warning System ABCs (Absences, Behavior, Coursework)	Students in need of nutrition outside of the school day placed on the Backpack Program.	Intervention Supports: Counselors, CREOKS, Admin, etc.
	Tier III – Students Identified in Need of Intensive Remediation		
Intense Remediation in ELA and/or Math	Referral of Family to Skiatook Emergency Assistance Center	Site Tier 3 Intensive Team Formed (Admin, Counselors, SRO, Nurse, School Psychologist, CREOKS, etc.)	

See Response to Intervention Pyramid below.

Vulnerable Population	Academic Needs	Social Needs	Emotional/Mental Health Needs
Students of Color	Tier I – All Students (Prevention)		
	Collaborative Teams, NWEA Testing	Encourage the involvement of students in academics and activities	Implement Leader in Me and/or other SEL Curriculum
	Tier II – Students Identified in Need of Support (Interventions & Extensions)		
	WIN/GRIT Time, Behavior Early Warning System ABCs (Absences, Behavior, Coursework)	Encourage the involvement of families of students in programs of academics and activities	Intervention Supports: Counselors, CREOKS, Admin, etc.
	Tier III – Students Identified in Need of Intensive Remediation		
Intense Remediation in ELA and/or Math	Site counselor provide supports.	Site Tier 3 Intensive Team Formed (Admin, Counselors, SRO, Nurse, School Psychologist, CREOKS, etc.)	

See Response to Intervention Pyramid below.





Vulnerable Population	Academic Needs	Social Needs	Emotional/Mental Health Needs
English Learners	Tier I – All Students (Prevention)		
	Collaborative Teams, NWEA Testing	Provide required documents in dual languages	Implement Leader in Me and/or other SEL Curriculum
	Tier II – Students Identified in Need of Support (Interventions & Extensions)		
	WIN/GRIT Time, Behavior Early Warning System ABCs (Absences, Behavior, Coursework)	Engage families in the school's programs of academics and activities	Intervention Supports: Counselors, CREOKS, Admin, etc.
	Tier III – Students Identified in Need of Intensive Remediation		
Intense Remediation in ELA and/or Math, Portion of School Day is dedicated to work on Imagine Learning	Provide translation services.	Site Tier 3 Intensive Team Formed (Admin, Counselors, SRO, Nurse, School Psychologist, CREOKS, etc.)	

See Response to Intervention Pyramid below.

Vulnerable Population	Academic Needs	Social Needs	Emotional/Mental Health Needs
Children with Disabilities	Tier I – All Students (Prevention)		
	Collaborative Teams, NWEA Testing	Encourage the involvement of students in academics and activities	Implement Leader in Me and/or other SEL Curriculum
	Tier II – Students Identified in Need of Support (Interventions & Extensions)		
	WIN/GRIT Time, Behavior Early Warning System ABCs (Absences, Behavior, Coursework)	Encourage the involvement of families of students in programs of academics and activities	Intervention Supports: Counselors, CREOKS, Admin, etc.
	Tier III – Students Identified in Need of Intensive Remediation		
Intense Remediation in ELA and/or Math	Special Education Case Managers construct additional supports if needed	Site Tier 3 Intensive Team Formed (Admin, Counselors, SRO, Nurse, School Psychologist, CREOKS, etc.)	

See Response to Intervention Pyramid below.

Vulnerable Population	Academic Needs	Social Needs	Emotional/Mental Health Needs
Students Experiencing Homelessness	Tier I – All Students (Prevention)		
	Collaborative Teams, NWEA Testing	Encourage student participation in clubs, activities, and organizations.	Implement Leader in Me and/or other SEL Curriculum
	Tier II – Students Identified in Need of Support (Interventions & Extensions)		
	WIN/GRIT Time, Behavior Early Warning System ABCs (Absences, Behavior, Coursework)	Assess barriers to participation in clubs, activities, and organizations.	Intervention Supports: Counselors, CREOKS, Admin, etc.
	Tier III – Students Identified in Need of Intensive Remediation		
Intense Remediation in ELA and/or Math	Remove barriers to participation in clubs, activities, and organizations.	Site Tier 3 Intensive Team Formed (Admin, Counselors, SRO, Nurse, School Psychologist, CREOKS, etc.)	

See Response to Intervention Pyramid below.





Vulnerable Population	Academic Needs	Social Needs	Emotional/Mental Health Needs
Children in Foster Care	Tier I – All Students (Prevention)		
	Collaborative Teams, NWEA Testing	Encourage student participation in clubs, activities, and organizations.	Implement Leader in Me and/or other SEL Curriculum
	Tier II – Students Identified in Need of Support (Interventions & Extensions)		
	WIN/GRIT Time, Behavior Early Warning System ABCs (Absences, Behavior, Coursework)	Assess barriers to participation in clubs, activities, and organizations.	Intervention Supports: Counselors, CREOKS, Admin, etc.
	Tier III – Students Identified in Need of Intensive Remediation		
Intense Remediation in ELA and/or Math	Remove barriers to participation in clubs, activities, and organizations.	Site Tier 3 Intensive Team Formed (Admin, Counselors, SRO, Nurse, School Psychologist, CREOKS, etc.)	

See Response to Intervention Pyramid below.

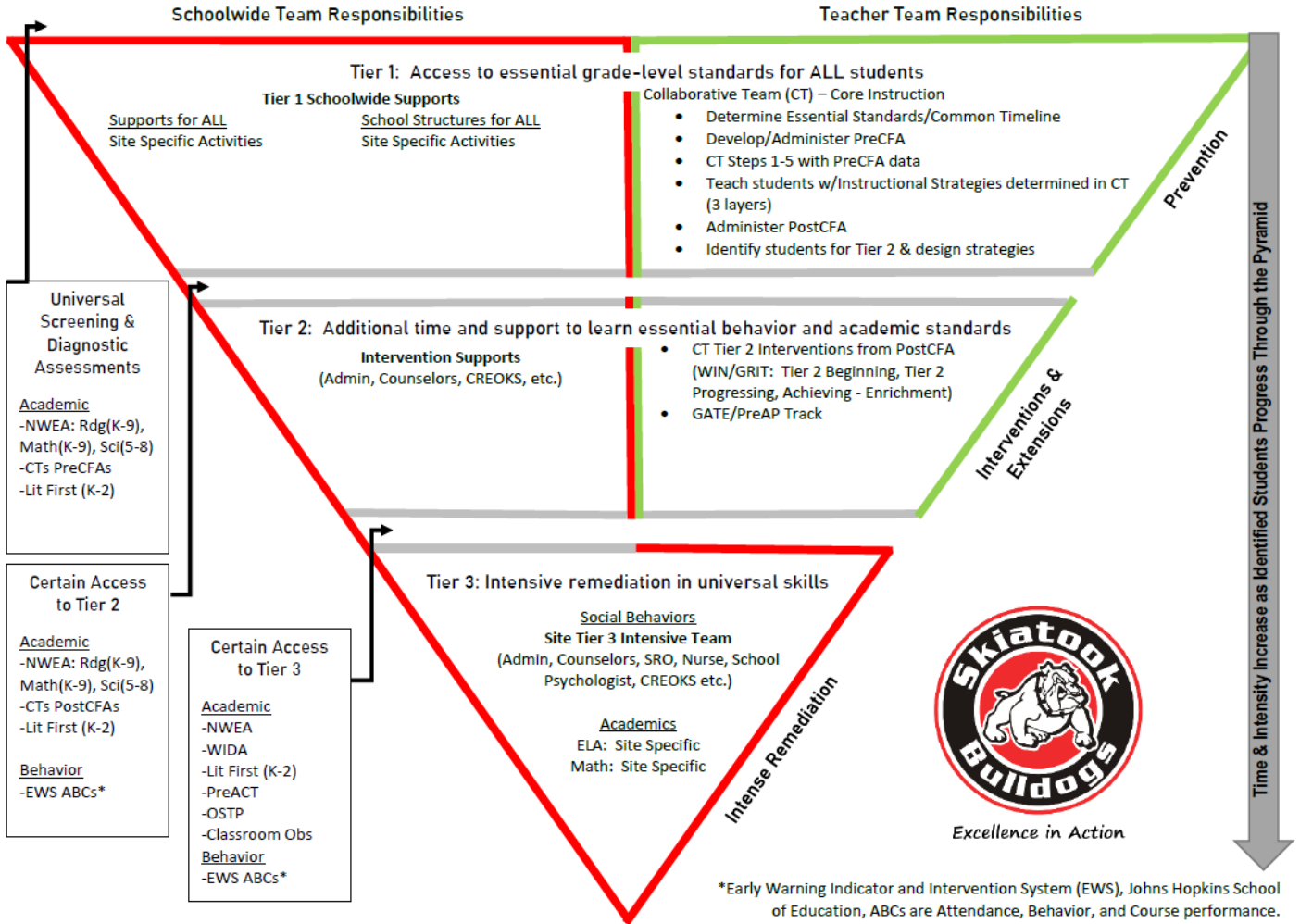
Vulnerable Population	Academic Needs	Social Needs	Emotional/Mental Health Needs
Migratory Students <i>(We currently do not have any Migratory Students)</i>	Tier I – All Students (Prevention)		
	Collaborative Teams, NWEA Testing	Encourage student participation in clubs, activities, and organizations.	Implement Leader in Me and/or other SEL Curriculum
	Tier II – Students Identified in Need of Support (Interventions & Extensions)		
	WIN/GRIT Time, Behavior Early Warning System ABCs (Absences, Behavior, Coursework)	Assess barriers to participation in clubs, activities, and organizations.	Intervention Supports: Counselors, CREOKS, Admin, etc.
	Tier III – Students Identified in Need of Intensive Remediation		
Intense Remediation in ELA and/or Math	Remove barriers to participation in clubs, activities, and organizations.	Site Tier 3 Intensive Team Formed (Admin, Counselors, SRO, Nurse, School Psychologist, CREOKS, etc.)	

See Response to Intervention Pyramid below.





Skiatook Public Schools RTI Pyramid - District



*Early Warning Indicator and Intervention System (EWS), Johns Hopkins School of Education, ABCs are Attendance, Behavior, and Course performance.