

ARP ESSER III USE OF FUNDS PLAN

DISTRICT: OAKS MISSION PUBLIC SCHOOLS

SUPERINTENDENT: BRUCE DAVIS

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Consultation: Monday, August 09, 2021 @ 6:00 PM, Oaks Mission Public Schools Admin building

The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must 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, the LEA's plan must 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 an individual with a disability, provided in an alternative format accessible to that parent. The plan must consist of the following:

I. 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:

Oaks Mission Public Schools' stakeholder recommendations include:

- School facility repairs and improvements
- Improvement of air quality in school facilities
- Maintaining the operation of services (existing staff)

2. How the LEA 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 afterschool programs, or extended school year:

Oaks Mission Public Schools' stakeholder recommendations include:

- After school programs that support academic standards; ex: tutoring, online learning, extended day
- Evidenced based intervention programs/materials

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

Oaks Mission Public Schools' stakeholder recommendations include:

- Innovative staffing: counselors, teachers, interventionists, attendance officer, school nurse
- Additional cleaning supplies
- PPE and other related expenses
- Repurpose/renovate current spacing
- Teaching supplies/resources

4. How the LEA 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.

Oaks Mission Public Schools' stakeholder recommendations include:

- Collaboration with outside agencies to work with student's social, emotional, and mental health.
- Employee/staff well-being
- Employee/staff training
- Additional vehicle for student sub-group transportation

****Note: This plan is an evolving document and may be amended at any time to include allowable uses of ARP ESSER III funds as listed below.**

The following information was taken from the Oklahoma State Department of Education's website:

ALLOWABLE USES OF FUNDS (AFTER 20% SET ASIDE FOR LEARNING LOSS):

1. Any activity authorized by the ESEA of 1965, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, and the Perkins Career and Technical Education Act.
2. Coordination of preparedness and response efforts with State, local, tribal and territorial health departments to prevent and prepare a response to the coronavirus.
3. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve school preparedness and response efforts.
6. Training and offering professional development for staff on sanitation and minimizing the spread of disease.
7. Purchasing cleaning supplies for the cleaning of LEA facilities, including those operated by the LEA.

8. Planning for and coordinating services during long-term closures, including providing meals, technology for online learning, guidance for carrying out IDEA services, etc.
9. Purchasing educational technology (including hardware, software and connectivity) to conduct online learning for students served by the LEA. This use may include assistive technology or adaptive equipment for students with disabilities.
10. Providing mental services and supports, including through the implementation of evidence-based full service community schools.
11. Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness and children in foster care.
12. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by
 - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess student' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - b. Implementing evidence-based activities to meet the comprehensive needs of students;
 - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance-learning environment; and
 - d. Tracking student attendance and improving student engagement in distance education.
13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
14. Inspection, testing maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
15. Developing strategies and implementing CDC-aligned public health protocols to prioritize reopening schools while maintaining the health and safety of students and staff.
16. Other activities necessary to maintain the operation and continuity of services in LEAs and continuing to employ the LEA's existing staff. See Section 313(d).

<https://sde.ok.gov/documents/2021-08-17/arp-esser-plans-august-2021>