	CLAREMORE PUBLIC SCHOOLS	Use of ARP ESSER III Funds Plan 2022-2024	
	As required by the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) Fund Posted Date: 8/8/2022 Revision Date(s):		Page 1 of 5

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The federal American Rescue Plan Act of 2021 (ARP) provides an additional \$170.3 billion for the Elementary and Secondary School Relief Fund (ESSER). This funding is continued federal support to public schools for the purpose of preventing, preparing for and responding to the coronavirus. As a part of ESSER III, Claremore Public Schools has been allocated \$3.9 million in funding to use through September 2024.

Allowable Activities

The allowable uses identified in the ARP Act include the following:

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. Any activity 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.
4. Developing and implementing procedures and systems to improve school preparedness and response efforts.
5. Training and offering professional development for staff on sanitation and minimizing the spread of disease.
6. Purchasing cleaning supplies for the cleaning of LEA facilities, including those operated by the LEA.
7. Planning for and coordinating services during long-term closures, including providing meals, technology for online learning, guidance for carrying out IDEA services, etc.
8. 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.
9. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
10. 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.
11. 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 students' 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.
 12. 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.
 13. 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.
 14. Developing strategies and implementing CDC-aligned public health protocols to prioritize reopening schools while maintaining the health and safety of students and staff.
 15. Other activities necessary to maintain the operation and continuity of services in LEAs and continuing to employ the LEA's existing staff.

District ARP Funded Areas

Academic Impact on Lost Instructional Time

ARP requires districts to reserve a minimum of 20% of funds to address student learning loss. The Claremore district will reserve 25% of funds to address student learning loss and the academic impact of lost instructional time through the implementation of evidence-based interventions.

Interventions that address the impact of lost instructional time will respond to students' academic, social, emotional and mental health needs and address the disproportionate impact of the coronavirus on underrepresented student subgroups including low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.



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The interventions selected by the district are supported by educational research. Funds will be used for the following items:

- Summer Learning and Summer Enrichment Programs - Salaries, Benefits, Staff Recruitment
- Extended School Year - Salaries, Benefits, Staff Recruitment
- Social-Emotional Learning (SEL) - Assessments, Interventions, and Activities
- High Quality Tutoring Opportunities
- Salaries for 3 OKDHS Counselors
- Technology Devices and Connectivity - Equitable Access for All
- High School Credit Recovery - Extended School Day and Night School
- Curriculum Alignment, Writing and Mapping
- Developing Common Assessments
- Professional Development for Instructional, Technology and Administrative Staff
- Learning Management Systems for In-person Instruction and Distance Learning
- Content Management Systems for In-Person Instruction and Distance Learning

Personnel to Support Student Learning, Health and Safety

The district will reserve funds for personnel. Funds will be used to respond to students' academic, social and emotional needs and other activities that are necessary to maintain the operation of and continuity of services in the district. In addition, funds will be used to develop strategies and implement public health protocols and policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators and other staff (substitutes). Funds will be used to support personnel in the following areas:

- Class Size Improvement
- Health and Safety
- Instructional Technology Integration
- Prevention and Mitigation of COVID-19
- Virtual and Distance Learning
- Teaching and Learning Improvement
- Continuity of classroom learning

Health and Safety Improvements to the Physical Learning Environment

The district will reserve funds to improve the health and safety of the physical learning environment. Funds will be used for facility repairs and improvements to enable operation of schools to reduce risk



virus transmission and exposure to environmental health hazards, and to support student health needs. In addition, funds will be used for the 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 (HVAC) systems, filter, purification and other air cleaning, fans, control systems and window and door repair and replacement. Funds will be used for the following items:

- HVAC Equipment, Installation and System Controls
- Fire Alarm Systems
- Windows and Doors
- Cameras and supporting technology
- Flooring

Continuity of Services


Funding received from ARP will assist the district in providing safer, in-person learning opportunities to students. In addition, funds will support students' social, emotional, mental health, and academic needs. Funds will help address and support educational inequities that were exacerbated by the pandemic.

Due to uncertainty regarding the impact of COVID-19, parents and families will be given these options so they may choose what best meets the needs of their children and family:

- Option 1: Traditional In-Person Learning (Pre-Kindergarten–12th Grade)
- Option 2: Virtual Learning (Kindergarten–12th Grade)

Consultation with Stakeholders

Consultation with stakeholders is crucial to the success of any organization. Consultation with district stakeholders is not a one-time event, but is ongoing and occurs in a variety of formats and at a variety of events and venues. The district works hard to identify community needs and develop priorities based on stakeholder engagement. The district aligns and braids various funding sources to support district priorities and initiatives. Claremore Public Schools will coordinate with State and local health officials. Utilize resources from CDC, OSDH, OSDE, American Academy of Pediatrics, OSU Center for Health Sciences- Project Echo, and feedback from Zebra families & staff. Stakeholder consultation occurs at meetings and events such as the following: District Strategic Plan sub-committee meetings,

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Superintendent's Student Advisory Council, Cherokee Nation tribal consultation, bond planning meetings, monthly legislative meetings with state representatives and state senator, monthly school board meetings, Federal Programs consultation meetings, Professional Improvement Committee meetings, Claremore Public Schools Foundation meetings and State of the Schools Luncheon, presentations and Q & A at community organization meetings and at monthly Claremore Education Association meetings. In addition, the district conducts staff and parent surveys as needed to obtain direction and feedback.

Public Comment

Opportunities for public comment are available at monthly school board meetings. In addition, the public is invited to email any comments/suggestions regarding this ESSER III Use of Funds Plan to ZebraVoice@claremore.k12.ok.us.