



Commerce Public Schools

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ARP-ESSER III Plan for Use of Funds

Commerce Public Schools (CPS) has been in meaningful consultation with stakeholders through in-person collaboration and web surveys to develop a plan for the use of ARP- ESSER III funds. An in-person meeting was held on 06/03/22 and a web survey was conducted 06/16/22 through 06/18/22 to assist in making adjustments to this plan if needed. The following plan resulted from information gathered during these consultations.

CPS will use ESSER III funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with CDC guidance for schools to safely keep our schools open and conduct in-person learning. CPS schools were open during the entire 2020-2021 and 2021-2022 school years and learned many management strategies to lean on and build upon for the 2022-2023 school year. CPS will use the Ottawa County Health Department and Oklahoma State Health Department and the Center for Disease Control as resources when making the best decisions for ESSER III uses of funds to help prevent our schools from being shut down during times of heightened COVID-19 community spread. CPS has updated some of our facilities to allow for better social distancing and will continue to look for ways to update existing facilities to help with cleanliness efforts with our ESSER funds. CPS has replaced faulty HVAC units to increase air quality and has contracted work on existing building roofing to also help with air quality.

Commerce Public Schools will reserve 20% of our ESSER III funds to address the academic impact of lost instructional time. CPS has met with students, parents/guardians, district administrators, teachers, school staff, the Club Comet director, the federal programs director, bilingual paraprofessionals and local tribal representatives to gain ideas on how to best spend our funds to bridge the instructional gap and address the COVID-19 learning loss of our students. The ideas that came from our collaboration to use our \$403,137.18 include updated textbooks with technology components, updated online curriculum options that can be used in the classroom and at home, providing a credit recovery program for high school students in the summer taught by certified teachers, and providing tutors for all grade levels outside of school hours. CPS currently uses 21st Century and Reading Sufficiency Act funds to offer summer learning opportunities for our elementary and middle school students. CPS also plans to purchase various updated subject curriculum to assist teachers and students in bridging the learning gap in the classroom. Ideas will continue to be reviewed and input will continually be received during the time our ESSER III funds are available.

CPS will spend its remaining ARP ESSER III funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act. Our remaining amount (after reserving 20% for academic loss) is \$1,612,548.74. CPS will diligently follow all spending guidelines put forth by the OSDE. Further ideas discussed and input received through stakeholder collaboration are:

- Salaries (COVID has created a lower enrollment which means fewer state funds. We will respond by employing current staff to stay and be available when our numbers rise after the pandemic.)
- Recruiting and Retention Stipends for Staff (Stipends for staff to assist in keeping staff morale up and happy in their jobs.)
- Guidance Services (Counselor availability for COVID-19 response)
- Social and Emotional Curriculum and Instruction (Nearpod SEL trainings for all grade levels)
- Psychological Services (Grand Lake Mental Health Services)
- Homeless Concerns (Transportation and Clothing)
- English Language Learner Assistance and Curriculum (Translation for our hispanic community and bilingual paraprofessionals to assist these students)
- Updated Curriculum (Newer updated textbooks for many classes that haven't seen new curriculum in 15+ years.)
- Staff Training/Professional Development (Covid Response protocols)
- Student Assessment (Benchmark testing to measure growth)
- School Insurance (Other activities necessary to maintain the operation and continuity of services in LEAs)
- Legal Services related to Covid-19 (Other activities necessary to maintain the operation and continuity of services in LEAs)
- Technology to Assist in Both In-Person and Remote Learning (New chromebooks and chrome tablets for student and teacher use)
- Administrative Technology Services (Other activities necessary to maintain the operation and continuity of services in LEAs)
- Operation of Buildings (Other activities necessary to maintain the operation and continuity of services in LEAs)
- Utilities (Other activities necessary to maintain the operation and continuity of services in LEAs)
- Maintenance of Grounds and Equipment (Other activities necessary to maintain the operation and continuity of services in LEAs)
- Security (Security cameras to aid in contact tracing)
- Student Transportation (New busses to help in social distancing)
- Vehicle Servicing and Maintenance (Vehicle upkeep to keep all vehicles available for social distancing)
- Child Nutrition (Kitchen equipment needed to continue activities necessary to maintain the operation and continuity of services.)
- Sanitization (Purchasing cleaning and sanitization supplies for
- Air Quality (Sensors in bathrooms that alert principals and determined staff when students are congregating in the bathroom and not properly social distancing.)

CPS administration and staff will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) of the ARP Act addressing 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, native american students, students of color, English Language Learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. CPS will do this through the collaboration of stakeholders in these various student populations and accept input throughout the ARP funding use. Specifically, current plans are to give these students the opportunity to receive extra after-school small group tutoring and summer learning opportunities. These students will benefit from new curriculum and textbooks in areas where our current textbooks are over 15 years old. Furthermore, benchmark testing will be used in these populations to help identify students that need additional learning support and opportunities.

CPS will look to increase ideas and will put them into place as extended collaboration is held with various stakeholders.