

El Reno Public Schools

ARP ESSER III Spending Plan

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.

COVID-19 and its variants have brought many challenges to El Reno 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 through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for El Reno Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year. If funding for a particular item has been identified as an expenditure in ESSER stimulus funds, it is noted in the chart.

Expenditure	Strategy/Item for Prevention & Mitigation	ESSER Funding
Replacement of servers, access points, hot spots	Allow virtual learning to take place in the need of school shut downs	1. ESSER III
Replace 200 individual HVAC units	Improve air quality and energy efficiency	1. ESSER III
6 School Buses	Allow fewer students per routes for social distancing	1. ESSER III
Addition to warehouse	Allow storage of sanitation supplies/equipment	1. ESSER III
3 Suburbans	Allow social distancing while transporting students with special needs	1. ESSER III
1 Maintenance truck	Transportation of sanitizing supplies/equipment	1. ESSER III
4 Classroom additions	Allow for social distancing	1. ESSER III
2 years of liability insurance	Respond to possible COVID issues	1. ESSER III

El Reno Public Schools

ARP ESSER III Spending Plan

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 afterschool 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	ESSER Funding 3 Year Budget
3 Elementary Counselors (Matching salary with the Counselor Corp Grant) 3 years	Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health Needs of Students at All Levels	\$444,000.00
After School program supplies/materials for 2 sites	After school instruction to assist with learning loss due to COVID	\$10,000
14 After school teacher salaries and 2 directors salaries	After school instruction to assist with learning loss due to COVID	\$140,000
Study Island	Track student progress on assessments and individual language skills; Communicate effectively with all teachers who provide instruction for a student	\$13,580.00
Istation Math	Track student progress on assessments and individual language skills; students learn and work on math skills that may have regressed due to COVID	\$6,468.00
Reading Eggs	Track student progress on assessments and individual language skills; Communicate effectively with all teachers who provide instruction for a student	\$5,719.00
Achieve Ed – Reading Plus	Students work on reading skills that may have regressed due to COVID	\$10,500.00

Purchase laptops/chromebooks	Complete the 1:1 count of student devices to prevent shared devices and assist with learning loss due to COVID	\$657,876.53
Summer School Teachers – 3 sites with 10 teachers each	Summer school instruction to assist with learning loss due to COVID	\$15,000
Summer School Instructional Materials	Summer school instruction to assist with learning loss due to COVID	\$12,000

- 20% of the ESSER III Allocation = \$1,315,143.53 Required to Address Learning Loss
- Total Expenditures in the Learning Loss area =

El Reno Public Schools

ARP ESSER III Spending Plan

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	Allowable Use
N/A	

El Reno Public Schools

ARP ESSER III Spending Plan

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.

Our Commitment to the Continuity of Excellence

Setting the Table to Support All Students with Extra Measures for MVPs MVPs = Most Vulnerable Populations

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomic s	Provide devices and connectivity for virtual learning as needed.	Assess food security and provide added nutrition as needed through donations.	Provide school counseling program to meet emergent needs.	Provide school counseling program to meet emergent needs.

	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Refer to professional support through agencies.</p>
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
English Learners	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Summer and After-School programs designed for ELs</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>

		documents through Apps, translators, and online services. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.		
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students with Disabilities	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>

<p>Students Experiencing Homelessness</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
<p>Children in Foster Care</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>