



Whitefield Public School



ARP ESSER III 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.

Total Budget: \$379,342.75

COVID-19 and its variants have brought many challenges to Whitefield Public School, 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. After successfully returning to learn in a traditional in-person format during the 2020-2021 school year, Whitefield Public School will remain open for in-person learning for the 2021-2022 school year.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Whitefield Public School 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 of ESSER stimulus funds, it is noted in the chart.

Expenditure	Strategy/Item for Prevention & Mitigation	ESSER Funding
Afterschool Program for Reading and Math	Supplemental After School Program to address learning loss.	1. ESSER III (pending approval)
1 School Bus	Allow fewer students and additional spacing on bus routes and trips.	1. ESSER III (pending approval)
Replace HVAC Units	Improve air quality and energy efficiency	1. ESSER III (pending approval)
Repair Cafeteria Roof	Ensure air quality and energy efficiency	1. ESSER III (pending SDE approval)
Additional Classroom(s)	Help keep students socially distanced throughout the school day.	1. ESSER III (pending SDE approval)
Smartboards/Tablets	Additional classrooms being utilized to limit class size for social distancing	1. ESSER III (pending SDE approval)
Employee Hazard Pay Stipend	Recruitment and retention of certified and non-certified employees due to shortage in the state of Oklahoma	1. ESSER III (pending SDE approval)

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.

Evidence-based interventions include instructional programs & materials that have been proven to raise student achievement. Also included are strategies such as Multi-tiered Systems of Support, staff members hired for intervention during the school day, instructional coaches to elevate teacher efficacy, specific learning programs for credit recovery, remediation, and acceleration.

Expenditure	Strategy/Item for Addressing Learning Loss	ESSER Funding 3 Year Budget
After School Program	Supplemental After School Program to address learning loss in reading, math, and science.	\$60623.12
Summer School Program	Summer School Program with an emphasis on learning loss in reading, math, and science.	\$5000.00
Smartboards	Additional classrooms being utilized not equipped with technology.	\$8750.00
Reading Materials for Intervention	Reading Instructional material for intervention	\$5000
Hot Spots/Tablets/Carts	Ensuring a device and connectivity for each individual student.	\$15000.00
Mental Health Services	Providing additional services	7993.57

- 20% of the ESSER III Allocation = \$ Required to Address Learning Loss
- Total Expenditures in the Learning Loss are 102366.69

Part 3: 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-Socioeconomics	Provide devices and connectivity for virtual learning as needed. Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.	Assess food security and provide added nutrition as needed through donations. Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs. Engage families in the school's programs of academics and activities.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of students.	Refer to professional support through Health and Wellness and the Choctaw Nation.
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 staff with training on emotional needs of students.</p> <p>Engage families in programs specific to emotion needs and learning of student</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</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>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Provide community classes for parents and extended family.</p>	<p>Provide staff with training on emotional needs of students.</p> <p>Engage families in programs specific to emotion needs and learning of student</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>
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>Provide staff with training on emotional needs of students.</p> <p>Engage families in programs specific to emotion needs and learning of student</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>
Students Experiencing Homelessness	<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 staff with training on emotional needs of students.</p> <p>Engage families in programs specific to emotion needs and learning of student</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>

Children in Foster Care	Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.	Assess food security and provide added nutrition as needed through donations. Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of student	Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Choctaw Nation.
Migratory Students	Identify any migratory students at the point of enrollment. Assess for learning targets. Implement Tier I, II, and III Instruction as needed.	Assess food security and provide added nutrition as needed through donations. Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of student	Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Choctaw Nation.

Part 4: 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
Construction projects for additional space	(O) School Facility and Repairs to reduce risk of virus transmission. (Pending SDE Approval)
HVAC, Roof, Class Construction	\$96,723.25

We are requesting your feedback on the development of our plan to support student learning with the funds received through the American Rescue Plan Act of 2021. Your input is an important part of developing a plan that

addresses the most pressing needs of our students. We want to hear from you!

Please email Scott Shepherd at sshepherd@whitefield.k12.ok.us to provide feedback.

Thank you for sharing your perspective and engaging with us on this important topic. Your input is valuable and will be used to finalize our plan.