



# OKLAHOMA UNION SCHOOL

## *ARP ESSER III Plan*

### **Part 1: Strategies for Prevention and Mitigation of COVID**

*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 Oklahoma Union 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 Oklahoma Union Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year.

ESSER III Project	Strategy/Item for Prevention & Mitigation
Chromebooks	Complete the 1:1 count of student devices to prevent shared devices and possible spread of the virus; to prepare for periods of remote learning
Air Purifiers	To improve air quality to prevent the virus from spreading
Repair and Replace HVAC	Improve air quality and energy efficiency
Replace Carpet w/tile	Change surfaces to allow for better disinfecting to prevent the spread of viruses
Non CDL Bus	Allow additional social distancing on extracurricular trips and to provide mobile hotspots to rural areas during Distance Learning
Chevy Suburban	Allow additional social distancing on extracurricular trips and to provide mobile hotspots to rural areas during Distance Learning, or deliver food


## ***ARP ESSER III 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 after school programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.*

<b>ESSER III Project</b>	<b>Strategy for Addressing Learning Loss</b>
<b>Intervention Specialist/Summer School Facilitator</b>	Establish Multi-Tier Systems of Support; Provide direct Tier I and Tier II intervention services with most vulnerable students. Also to facilitate summer programming opportunities for students.

Additional Staff during school year	Reduce class size to better social distance and prevent spread of virus
Staff salaries during summer school programming	Reduce Academic Loss due to pandemic.
Existing Staff of Oklahoma Union	To maintain the operation and continuity of services for students.

- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time
- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 83% of the ARP ESSER III Allocation.

## ***ARP ESSER III 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.*

<b>Expenditure</b>	<b>Allowable Use</b>
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<b>Laptops</b>	Teachers to provide quality instruction during Distance Learning

## ***ARP ESSER III 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**

<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students of Low-Socioeconomics</b>	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Interventionist:</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 expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement BLAST teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionist and Counselor positions will allow more 1:1 interaction with students.</p>	<p>Added Counselor position:</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p>
<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students of Color</b>	<p>Interventionist:</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 schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement BLAST– teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor position:</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee Nation.</p>

		Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.		
<b>English Learners</b>	<p>Interventionist: 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>Purchase Eduskills for tracking academic progress and for instructional planning for individual EL students</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities 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 documents through Apps, translators, and online services.</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>Added Counselor: Implement BLAST teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee Nation.</p>
<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students with Disabilities</b>	<p>Interventionist: 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 expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p>	<p>Added Counselor: Implement BLAST teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee Nation.</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>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>		
<b>Students Experiencing Homelessness</b>	<p>Interventionist: 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>Assess schools' clubs and activities to open new opportunities for expanded opportunities 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>Added Counselor: Implement BLAST teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Cherokee Nation.</p>

	Counselor: Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.	Engage families and significant adults in the school's programs of academics and activities.		
<b>Children in Foster Care</b>	Interventionist: 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 expanded opportunities to MVPs.	Added Counselor: Implement BLAST teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.	Added Counselor: Provide school counseling program to meet emergent needs.  Refer to professional support through agencies and the Cherokee Nation.
<b>Migratory Students</b>	Identify any migratory students at the point of enrollment.  Interventionist: 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 expanded opportunities to MVPs.	Added Counselor: Implement BLAST teachers who commit to follow the MVPs to identify needs and times of possible crisis.	Added Counselor: Provide school counseling program to meet emergent needs.  Refer to professional support through agencies and the Cherokee Nation.