

Elmore City-Pernell Public Schools

ARP ESSER III Plan

Revised FY24

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 Elmore City-Pernell 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.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Elmore City-Pernell 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
Chromebooks	Replace and/or add additional chromebooks to maintain 1:1 for students to prevent shared devices and possible spread of the virus.

School Buses	Allow fewer students per route for social distancing and prevention of spread of virus.
Additional Teachers	Allow for smaller class sizes for social distancing and prevention of spread of virus. Also, smaller class sizes to address learning loss from Covid-19.
School Van - Remove due to lack of inventory	Allow fewer students to be transported to activities and coop classes for social distancing and prevention of spread of virus.
Repair and Replace HVAC	Improve air quality and energy efficiency to prevent the spread of viruses.

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Part 2: Strategies for Addressing Learning Loss

How Elmore City-Pernell Public Schools will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of loss 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.

Expenditure	Strategy/Item for Prevention & Mitigation
Summer Enrichment Program “Can You Feel the STEAM?” Teachers	Summer Enrichment Camp that focuses on the loss of instruction for students due to the Covid-19 pandemic. Students will receive instruction in Science, Technology, Engineering, Art, Math and Reading.
Summer Enrichment Program “Can You Feel the STEAM?” Director	Summer Enrichment Camp that focuses on the loss of instruction for students due to the Covid-19 pandemic. Students will receive instruction in Science, Technology, Engineering, Art, Math and Reading.
Summer Enrichment Program “Can You Feel the STEAM?” Cafeteria Workers	Summer Enrichment Camp that focuses on the loss of instruction for students due to the Covid-19 pandemic. Students will receive instruction in Science, Technology, Engineering, Art, Math and Reading.
Summer Enrichment Program “Can You Feel the STEAM?” Materials	Summer Enrichment Camp that focuses on the loss of instruction for

	students due to the Covid-19 pandemic. Students will receive instruction in Science, Technology, Engineering, Art, Math and Reading.
Before & After School Tutors - Small group tutoring	Students will be provided opportunities for before and after school tutoring based on individual needs and performance. Tutoring is to focus on the loss of instruction for students due to the Covid-19 pandemic.

- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time

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Part 3:Other ARP ESSER III Expenditures

How Elmore City-Pernell Public Schools will spend the remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP act.

Expenditure	Strategy/Item for Prevention & Mitigation

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Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

How Elmore City-Pernell Public Schools 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 MVP's

MVP's = Most Vulnerable Populations

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	Provide devices for connectivity for virtual learning as needed. Implement evidence-based Tier 1 Instruction. Provide Tier 2 support for unfinished learning. Provide Tier 3 tutoring 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.	Infuse social emotional techniques and practices from the Social Emotional Training provided by OSDE during in-service. Implement Purpose Prep curriculum.	Provide a school counseling program to meet emergent needs. Refer to professional support through outside counseling agencies and the Chickasaw Nation.
Students of Color	Implement evidence-based Tier 1 Instruction. Provide Tier 2 support for unfinished learning.	Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs. Engage families in	Infuse social emotional techniques and practices from the Social Emotional Training provided by OSDE during in-service.	Provide a school counseling program to meet emergent needs. Refer to professional support through outside agencies and

	Provide Tier 3 tutoring needed.	<p>the school's program of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	Implement Purpose Prep curriculum.	the Chickasaw Nation.
English Learners	<p>Implement evidence-based Tier 1 Instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's program 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>Infuse social emotional techniques and practices from the Social Emotional Training provided by OSDE during in-service.</p> <p>Implement Purpose Prep curriculum.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through outside agencies and the Chickasaw Nation.</p>
Students with Disabilities	<p>Implement evidence-based Tier 1 Instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring needed.</p> <p>Provide adaptive technology to close the Homework Gap for Students with Disabilities.</p> <p>Provide in-person learning for SWD's 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 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 and celebrate successes with equal enthusiasm.</p>	<p>Infuse social emotional techniques and practices from the Social Emotional Training provided by OSDE during in-service.</p> <p>Implement Purpose Prep curriculum.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through outside agencies and the Chickasaw Nation.</p>

Students Experiencing Homelessness	<p>Implement evidence-based Tier 1 Instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring 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 students with disabilities in school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Infuse social emotional techniques and practices from the Social Emotional Training provided by OSDE during in-service.</p> <p>Implement Purpose Prep curriculum.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through outside agencies and the Chickasaw Nation.</p>
Children in Foster Care	<p>Implement evidence-based Tier 1 Instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' club and activities to open new opportunities for "belonging" to MVP's</p>	<p>Infuse social emotional techniques and practices from the Social Emotional Training provided by OSDE during in-service.</p> <p>Implement Purpose Prep curriculum.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through outside agencies and the Chickasaw Nation.</p>
Migratory Students	<p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction 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 MVP's.</p>	<p>Infuse social emotional techniques and practices from the Social Emotional Training provided by OSDE during in-service.</p> <p>Implement Purpose Prep curriculum.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through outside agencies and the Chickasaw Nation.</p>

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Elmore City-Pernell Public Schools encourages public comments in regards to the ARP ESSER III Plan. To participate in public comments please access the form at the following link <https://forms.gle/mkEXrTVJUz5xjVME9>