# Beggs Public Schools

## 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.

COVID-19 and its variants have brought many challenges to Beggs 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 Beggs 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.

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### 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.*

| Expenditure | Strategy/Item for Prevention & Mitigation | ESSER Funding 3 Year Budget |
|---|---|---|
| **Edgenuity** | Edgenuity is an evidence based program used to provide online instruction for students who choose a virtual option for grades K-12. This will also allow for HS students to recover credits lost and learning loss during | FY 24 |

| | | |
|---|---|---|
| **Curriculum Software** | Multiple supplemental curriculums will be purchased to address learning loss. The curriculum will allow teachers to address learning loss. Many of the software products will allow for independent practice on a home device. | **FY24** |
| | | |
| **Waterford** | Waterford is an evidence based program used to provide online instruction for students who are struggling. It is designed to support and to help reteach missing or key components not understood by the student. | **FY24** |

| **Staffing Cost** | | |
|---|---|---|
| **IT Tech Consultant** | Beggs schools will hire an IT consultant to help with the infrastructure of our network and online community. | **FY24** |
| | | |
| **Special Education Teachers** | Beggs schools will hire special education teachers to continue the support and work of IEP for students that are virtual and blended due to Covid -19. | **FY24** |
| **Elementary Education Teacher** | Beggs schools will hire extra elementary teacher to help with social distancing of the students. | **FY24** |
| **Maintenance** | Beggs Schools will hire extra maintenance help to cleaning and installing of new equipment to help prevent the spread of Covid-19 | **FY24** |
| **Federal and Covid fund clerk** | Beggs Schools will hire a federal and covid clerk to help with the extra reports, paperwork, and documentation need for Covid relief | **FY 24** |

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**Part 3: Other ARP ESSR III Expenditures**

*How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.*

# Beggs Public Schools

## 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.*

| Most Vulnerable Populations | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|---|---|---|---|---|
| | Provide Tier1 evidence based instruction | Provide opportunities during the day for students to interact with other students and adults | Explore Social Emotional Curriculum and implementation district wide | Provide school counselors to address immediate and on-going needs |
| | Provide Tier2 evidence based | Engage Families in learning and parental | Additional Counseling Opportunities and school | Provide more time for counselors and psychologist |

| | | | |
|---|---|---|---|
| | support for students with gaps in learning using supplemental software and resources | involvement | psychologist | |
| **All Students Including minority groups** | Provide Tier3 evidence based support as needed | Encourage students to participate in extracurricular activities to provide students with connections to peer groups | District Wide Mentor Program | Explore Social Emotional Curriculum and implementation district wide |
| | Provide after school tutoring sessions | Implement relationship building strategies district wide | Implementation of new curriculum and counseling time | Refer to community professionals & partnerships |
| | Provide Summer School Options | Explore Social Resources and curriculum and implementation district wide | | Refer to professional Support through CREOKS for mental health services f or students |
| | Providing diagnostic testing to identify learning gaps | Assess Schools' clubs and activities for belonging | | |
| | Tracking student growth through evidence based resources | Establish opportunities for the diversity of cultures to be highlighted, celebrated and respected. | | |

| | | | | |
|---|---|---|---|---|
| | Provide credit recovery f or students grades 9-12 | | | |

| Most Vulnerable Populations | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|---|---|---|---|---|
| **English Learners** | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students |
| | Access to EL Teachers at all sites to collaborate with teachers and assist students in pull out programs | Parent Engagement Nights | Contract with Creek Nations for Mental and Emotional Services | Contract with Creek Nations for Mental and Emotional Services |
| | Track student progress and Provide teacher resources | Translators if needed to assist student and families with critical information | | |

| Most Vulnerable Populations | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|---|---|---|---|---|
| **Students of low socio - economics** | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students |
| | Provide devices and connectivity for virtual learning if needed | Assess food security and provide added nutrition as needed through donations. | | |

| | | Engage Families in the school's programs of academics and activities | | |
|---|---|---|---|---|

| Most Vulnerable Populations | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|---|---|---|---|---|
| **Students Experiencing Homelessness** | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students |
| | The district will make every effort to receive school records from previous schools | Assess barriers to participation in clubs, activities, and organizations | | |
| | Online coursework will be used to recover credits | Outline plans to remove barriers f or inclusion of homeless students in the school's culture and activities | | |
| | | Engage families and significant adults in the school's programs of academics and activities | | |

| Most Vulnerable Populations | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|---|---|---|---|---|
| **Students With Disabilities** | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students |
| | Purchase of assistive technology | Tele-Therapy platform for virtual therapy | CIPA specialist to coach special education staff on addressing behavior | CIPA specialist to coach special education staff on addressing behavior |
| | Exploring Study Skill Curriculum for Secondary Students | | Explore Expanding Unique Curriculum for SEL | |
| | Professional Development in Designated Areas of Need for Sped Staff | | provide training to better assist students with disabilities for paraprofessionals | |
| | Purchase of Unique Curriculum for I D students | | | |
| | Purchase of manipulatives for virtual learning | | | |
| | provide training to better assist students with disabilities for paraprofessionals | | | |
| Most Vulnerable Populations | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |

| Native American Students | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students |
|---|---|---|---|---|
| | After School Tutoring Opportunities | Title VI Staffing at Sites | Explore partnering with Creek Nation f or extended counseling opportunities | Explore partnering with Creek Nation f or extended counseling opportunities |
| | | | Title VI Staffing at Sites | |

| Most Vulnerable Populations | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|---|---|---|---|---|
| Gifted & Talented | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students | Resources that are available to all students |
| | Pull out program at Elem | Enrichment Periods MS | | |
| | Concurrent Enrollment | | | |
| | A.P. Coursework | | | |
| | A.P. Training f or Faculty | | | |

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 your input to stennyson@beggs.k12.ok.us. Thank you for sharing your perspective and engaging us on this important topic. Your input is valuable and will be used to finalize our plan.

Amended 08/21/2023