

# *Tahlequah Public Schools*

## *ARP ESSER III Spending Plan*

*August 19, 2021*

*Revised September 3, 2021*

### **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 Tahlequah 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 Tahlequah 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.

| <b>Expenditure</b>              | <b>Strategy/Item for Prevention &amp; Mitigation</b>   | <b>ESSER Funding</b> |
|---------------------------------|--|----------------------|
| <b>Replace HVAC</b>             | Improve air quality and energy efficiency  | 1. ESSER III         |
| <b>2 School Buses</b>           | Allow fewer students per route for social distancing   | 2. ESSER III         |
| <b>Band Instruments</b>         | Prevent shared instruments and possible spread of the virus  | 1. ESSER III         |
| <b>Roofs</b>                    | Roofs in disrepair are a health hazard for both students and staff in school buildings. Repairs will support student health by preventing undue exposure to environmental health hazards that could cause compromised immune systems at risk of virus contraction. | 1.ESSER III          |
| <b>Server Core &amp; Backup</b> | The Dell Server Core prepares Tahlequah Public Schools to use  | 1.ESSER III          |

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|  | <p>technology during the COVID pandemic by making technology responsive and available to all (whether they are on site or off). It will provide connectivity that aids in regular and substantive educational interaction between students and their instructors. It also provides file storage for student data and provides backup and security. The COVID pandemic has caused a rise in cybercrime (because many users are offsite), and the cyber recovery vault prevents data breaches.</p> |             |
| <b>Wireless System</b>                               | <p>The Aruba wireless system prevents bottlenecks in our wireless connectivity. The COVID pandemic has moved us into a 1:1 student device initiative that requires adequate and reliable wireless internet. This system allows the district to meet the demand of regular and substantive educational interaction between students and their classroom instructors without interruption.</p>   | 1.ESSER III |
| <b>Replacing the remainder of Interactive Panels</b> | <p>Interactive Panels have become the standard technology tool for teachers in the classroom. Interactive Panels provide a way for teachers to maintain social distancing to prevent virus transmission in the classroom.</p>  | 1.ESSER III |
| <b>Network Core</b>                                  | <p>The Network Core upgrades all our device connectivity, increasing available wireless and internet speeds. This upgrades our wireless infrastructure which has become critical during the COVID pandemic as student devices are used 1-1 and require adequate network</p>  | 1.ESSER III |

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|                           | speeds. The Network Core purchase will aid in regular and substantive educational interaction between students and school personnel.         |             |
| <b>PK Nurse</b>           | Nurse will implement public health protocols at Seq PK to effectively maintain the health and safety of students and staff.                  | 1.ESSER III |
| <b>Operating Expenses</b> | Operating expenses that mitigate the spread of the virus and facilitate continuity of services to students such as utilities, copy services. | 1.ESSER III |

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

| <b>Expenditure</b>   | <b>Strategy/Item for Addressing Learning Loss</b>   | <b>ESSER Funding 3 Year Budget</b> |
|--|---|------------------------------------|
| <b>Elementary Counselor<br/>(Matching salary with the Counselor Corp Grant)</b>  | Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health Needs of Students at the elementary level | 1.ESSER III                        |
| <b>Sequoyah PK Counselor<br/>(Matching salary with the Counselor Corp Grant)</b> | Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health Needs of Students in PK                   | 1.ESSER III                        |
| <b>THS Counselor (Matching salary with the Counselor Corp Grant)</b>             | Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health Needs of Students at high school level    | 1.ESSER III                        |
| <b>Alt Ed Counselor<br/>(Matching salary with the Counselor Corp Grant)</b>      | Reduce the Counselor/Student Ratio to more fully support the unique Social/Emotional/Mental Health Needs of Students at Alt Ed        | 1.ESSER III                        |
| <b>TMS Counselor (Matching salary with the Counselor Corp Grant)</b>             | Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health Needs of Students at the middle level     | 1.ESSER III                        |

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| <b>PK Class-size Reduction<br/>Teacher Assistants Literacy<br/>Para</b>               | Literacy Para working with PK students in small groups on reading strategies.  | 1.ESSER III |
| <b>5 SEL Paraprofessionals<br/>(Greenwood, Heritage,<br/>Cherokee, TMS &amp; THS)</b> | SEL Paras will provide mental health support for students with issues.   | 1.ESSER III |
| <b>TMS &amp; THS Literacy/Read<br/>180 teachers</b>                                   | Literacy teacher addressing reading strategies learning loss with the program Read 180 to struggling middle school readers in small groups.              | 1.ESSER III |
| <b>TMS Math Coach</b>   | Middle School math coach working with students in small groups to support classroom learning and learning loss.  | 1.ESSER III |
| <b>TMS Preventionist</b>  | Middle School Preventionist to provide mental health services and support, including SEL.  | 1.ESSER III |
| <b>Behavior Analyst</b>   | A district Behavior Analyst will assist sites with behavior plans for students in need. Tier II-III  | 1.ESSER III |
| <b>Speech Pathologist</b>   | A speech path for Greenwood and Heritage Elementary to address language learning loss/delays.  | 1.ESSER III |
| <b>THS Sped Teacher FTE</b>   | Special Education staff to offer smaller class sizes, thus maximizing social or physical distancing. Create smaller groups for addressing learning loss. | 1.ESSER III |
| <b>THS Sped Teacher ½ FTE</b>   | Special Education staff to offer smaller class sizes, thus maximizing social or physical distancing. Create smaller groups for addressing learning loss. | 1.ESSER III |
| <b>Educational online<br/>curriculum K-12<br/>(Edmentum)</b>                          | Educational K-12 curriculum provided for virtual learners.   | 1.ESSERIII  |

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| <b>Digital reading and math program (Istation)</b>                                 | Reading and math technology program that assesses progress and applies evidence-based learning activities.        | 1.ESSER III |
| <b>Digital reading programs (Read 180 &amp; Science of Reading)</b>                | Reading technology program that assesses progress and applies evidence-based learning activities.                 | 1.ESSER III |
| <b>Secondary math program (Delta Math)</b>   | A secondary math resource for staff to address learning loss of students.   | 1.ESSER III |
| <b>Secondary teaching resource (Boardworks)</b>                                    | A secondary educational bank of instructional lessons to assist teachers in addressing learning loss of students. | 1.ESSER III |
| <b>Assessments to Track Student Progress and Identify Learning Gaps (STAR) THS</b> | High school assessment that accurately assesses students' academic progress.                                      | 1.ESSER III |

- 20% of the ESSER III Allocation = \$98,493.29 Required to Address Learning Loss.

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### 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>  | <b>ESSER Funding 3-Year Budget</b> |
|--|---|------------------------------------|
| <b>Phone System</b>  | The Mitel phone system will prepare us for COVID closures by providing effective communication with students, parents, and staff. Preparation and/or response efforts will be better communicated with this updated system. Teachers can respond off site by using the MITEL app which will function like the school phone and will call using the school number. | 1.ESSER III                        |
| <b>Replace Intercom Systems at Greenwood and Cherokee Elem</b> | Functional intercoms are a requirement for security, communication, and safety for all staff & students. Effective and immediate communication with students and staff is vital in supporting student health needs. This improvement will reduce the risk of virus transmission due to immediate response in real time  | 1.ESSER III                        |
| <b>Technology Van</b>  | Technology vehicles allows us to respond to the needs of our students by being able to safely transport student devices to their designated sites or homes and respond to technology issues (either off site or on site). The use of the vehicles will reduce the risk of virus   | 1.ESSER III                        |

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|                              | transmission and support student health needs.   |             |
| <b>Technology Automobile</b> | Technology vehicles allows us to respond to the needs of our students by being able to safely transport student devices to their designated sites or homes and respond to technology issues (either off site or on site). The use of the vehicles will reduce the risk of virus transmission and support student health needs. | 1.ESSER III |