

Tahlequah Public Schools

ARP ESSER III Spending Plan

Original August 19, 2021

Revised August 8, 2022

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.

Expenditure	Strategy/Item for Prevention & Mitigation	ESSER Funding
HVAC Controls	Improve air quality (ionization units) to improve the efficiency of filters. Assist in preventing virus transmission.	1. ESSER III in progress
2 School Buses	Allow fewer students per route for social distancing	2. ESSER III purchased
Band Instruments	Prevent shared instruments and possible spread of the virus. Band instruments for students and student subgroups disproportionately impacted by the Covid-19. Removes a barrier for students to enroll in band who can't afford an instrument.	1. ESSER III purchased
Roofs	Roofs in disrepair are a health hazard for both students and staff in school buildings.	1. ESSER III in progress

	Repairs will support student health by preventing undue exposure to environmental health hazards that could cause compromised immune systems at risk of virus contraction.	
Server Core & Backup	The Dell Server Core prepares Tahlequah Public Schools to use 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.	1.ESSER III in progress
Wireless System	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.	1.ESSER III in progress
Replacing the remainder of Interactive Panels	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.	1.ESSER III purchased

Network Core	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 speeds. The Network Core purchase will aid in regular and substantive educational interaction between students and school personnel.	1.ESSER III in progress
PK Nurse	Nurse will implement public health protocols at Seq PK to effectively maintain the health and safety of students and staff.	1.ESSER III
Operating Expenses	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.

Tahlequah Public Schools 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.

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

	Health Needs of Students at Alt Ed	
TMS Counselor (Matching salary with the Counselor Corp Grant)	Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health Needs of Students at the middle level	1.ESSER III Employed
PK Class-size Reduction Teacher Assistants Literacy Para	Literacy Para working with PK students in small groups on reading strategies.	1.ESSER III Employed
5 SEL Paraprofessionals (Greenwood, Heritage, Cherokee, TMS & THS)	SEL Paras will provide mental health support for students with issues.	1.ESSER III Employed
TMS & THS Literacy/Read 180 teachers	Literacy teacher addressing reading strategies learning loss with the program Read 180 to struggling middle school readers in small groups.	1.ESSER III Employed through a federal grant
TMS Math Coach	Middle School math coach working with students in small groups to support classroom learning and learning loss.	1.ESSER III Employed
TMS Preventionist	Middle School Preventionist to provide mental health services and support, including SEL.	1.ESSER III Employed
Behavior Analyst	A district Behavior Analyst will assist sites with behavior plans for students in need. Tier II-III	1.ESSER III Employed
Speech Pathologist	A speech path for Greenwood and Heritage Elementary to address language learning loss/delays.	1.ESSER III Employed
THS Sped Teacher FTE	Special Education staff to offer smaller class sizes, thus maximizing social or physical distancing. Create smaller groups for addressing learning loss.	1.ESSER III Employed
THS Sped Teacher ½ FTE	Special Education staff to offer smaller class sizes, thus maximizing social or physical	1.ESSER III Employed

	distancing. Create smaller groups for addressing learning loss.	
Educational online curriculum K-12 (Edmentum & Edgenuity)	Educational K-12 curriculum provided for virtual learners.	1.ESSERIII Purchased
Digital reading and math program (Istation)	Reading and math technology program that assesses progress and applies evidence-based learning activities.	1.ESSER III Purchased
Digital reading programs (Read 180 & Science of Reading)	Reading technology program that assesses progress and applies evidence-based learning activities.	1.ESSER III Purchased
Secondary math program (Delta Math)	A secondary math resource for staff to address learning loss of students.	1.ESSER III Purchased
Secondary teaching resource (Boardworks)	A secondary educational bank of instructional lessons to assist teachers in addressing learning loss of students.	1.ESSER III Purchased
Assessments to Track Student Progress and Identify Learning Gaps (STAR) THS	High school assessment that accurately assesses students' academic progress.	1.ESSER III Purchased

- 20% of the ESSER III Allocation = \$1,034,733.68 Required to Address Learning Loss.

The following tables address how Tahlequah Public Schools will address and assess the disproportionate impact of the COVID-19 pandemic on the most vulnerable populations (subgroups).

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.

Setting the Table to Support All Students with Extra Measures for MVPs

MVPs = Most Vulnerable Populations

Students of Color including All students	Academic Needs	Social Needs	Emotional Needs	Mental Health/Health Needs
	<p>Implement evidence-based Tier 1 instruction. <i>*Istation expenditure request</i> <i>*Edmentum expenditure request</i> <i>*STAR expenditure request</i> <i>*Science of Reading expenditure request</i></p> <p>Provide Tier 2 evidence-based supports for unfinished learning. <i>*READ 180 expenditure request</i> <i>*Delta Math expenditure request</i> <i>*Boardworks expenditure request</i> <i>*1.5 Sped teacher expenditure request</i></p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs. Google class codes provided so students can join clubs virtually. <i>*Band instruments expenditure request</i></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>Cherokee Nation Culture Team and archery program (after school program).</p>	<p>Infuse SEL strategies and curriculum throughout the school programs. <i>*TMS Preventionist expenditure request</i></p> <p>Implement PBIS (Positive Behavioral Interventions & Supports) throughout the district.</p> <p>Utilize Care Teams to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs. <i>*Counselors expenditure request</i></p> <p>Utilize mental health counselors and ACE counselor to provide mental health supports for students.</p> <p>Implement the Conscious Discipline framework and strategies that support positive mental health.</p> <p>Provide therapeutic counseling to students at school with CREOKS partnership.</p> <p>Refer to other agencies when needed for therapeutic counseling.</p> <p>Assess behavior then develop behavior plans for struggling students. <i>*Behavior Analyst expenditure request</i></p> <p>Provide a nurse to address PK student health needs. <i>*PK Nurse expenditure request</i></p> <p>Provide a healthier school environment with improved air quality to reduce the spread of disease. <i>*HVAC Controls expenditure request</i></p> <p>Provide sufficient bus transportation to transport less students per bus more efficiently. <i>*Bus expenditure request</i></p>

<p><i>*Math coach expenditure request</i></p> <p><i>*TMS and THS Literacy/READ 180 teachers expenditure request</i></p> <p>Small group reading instruction for PK students</p> <p><i>*PK Literacy para expenditure request</i></p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide academic support with interventions such as elementary literacy labs,</p> <p><i>*Istation, Read 180 expenditure request</i></p> <p>Literacy and math coaches provide both student and teacher support.</p> <p><i>*Math Coach, Lit Coaches expenditure request</i></p> <p>Cherokee Nation varsity tutoring program at aaron-emberton@cherokee.org.</p>	<p>Cherokee Nation Truancy Program.</p> <p>Provide resources through the Outreach Center for basic needs as well as school-related needs.</p> <p>Utilize SEL Paras to assist with students struggling emotionally.</p> <p><i>*SEL Paras expenditure request</i></p>	<p>Tahlequah High School Attendance Care Team intervenes prior to truancy tickets issued.</p>	<p>Repair roofs in disrepair to provide a healthier school environment. <i>*Roofs expenditure request</i></p>
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	<p>Track virtual student progress with staff calls and home visits through Central Academy Virtual Program.</p> <p>Cherokee Nation provides connectivity (Hot Spots) and devices for students in need.</p> <p>NSU Cappi Wadley Reading Center for reading support.</p> <p>Explore Spanish translation guide for school staff to better communicate with Hispanic students.</p> <p>Complete the installation of Interactive Panels in every classroom. These panels are the standard technology tool in classrooms. <i>*Interactive Panels expenditure request</i></p> <p>Provide the technology necessary to educate students both in-person and virtually. <i>*Network Core, Server Core,</i></p>			
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	<p><i>Wireless expenditure requests.</i></p> <p>Facilitate continuity of learning whether in-person or virtual without disruption. <i>*Operating expenses expenditure request</i></p>			
<p>Low Socioeconomics *See All Students Expenditure requests</p>	<p>Provide devices and connectivity for virtual learning as needed.</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>Provide academic support with interventions such as elementary literacy labs, Istation, Read 180.</p> <p>Literacy and math coaches provide both student and teacher support.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Continue the Food Backpack program for students with food insecurity.</p> <p>Continue the Food Pantry at Tahlequah High School for students with food insecurity.</p> <p>Provide resources through the Outreach Center for basic needs as well as school-related needs.</p> <p>Assess schools' clubs and activities to open new</p>	<p>Infuse SEL strategies and curriculum throughout the school programs.</p> <p>Implement PBIS (Positive Behavioral Interventions & Supports) throughout the district.</p> <p>Utilize Care Teams to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Utilize SEL Paras to</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Utilize mental health counselors and ACE counselor to provide mental health supports for students.</p> <p>Implement the Conscious Discipline framework and strategies that support positive mental health.</p> <p>Provide therapeutic counseling to students at school with CREOKS partnership.</p> <p>Refer to other agencies when needed for therapeutic counseling.</p> <p>Assess behavior then develop behavior plans for struggling students.</p> <p>Provide a healthier school environment with improved air quality to reduce the spread of disease.</p> <p>Provide sufficient bus transportation to transport less students per bus more efficiently.</p> <p>Repair roofs in disrepair to provide a healthier school environment.</p>

<p>Cherokee Nation varsity tutoring program at aaron-emberton@cherokee.org.</p> <p>Track virtual student progress with staff calls and home visits through Central Academy Virtual Program.</p> <p>Small group reading instruction for PK students</p> <p>Complete the installation of Interactive Panels in every classroom. These panels are the standard technology tool in classrooms.</p> <p>Provide the technology necessary to educate students both in-person and virtually.</p> <p>Facilitate continuity of learning whether in-person or virtual without disruption. necessary to educate</p>	<p>opportunities for “belonging” to MVPs. Google class codes provided so students can join clubs virtually.</p> <p>Engage families in the school’s programs of academics and activities.</p> <p>Cherokee Nation Culture Team and archery program (after school program).</p> <p>Cherokee Nation Truancy Program.</p>	<p>assist with students struggling emotionally.</p>
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<p>English Learners</p> <p>*See All students Expenditure requests</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>Provide academic support with interventions such as elementary literacy labs, Istation, Read 180.</p> <p>Literacy and math coaches provide both student and teacher support.</p> <p>Provide language support through EL Paraprofessionals and teachers.</p> <p>Heritage Elementary EL club in the after-school program “Read with me, K-3.”</p> <p>Explore Spanish translation guide for school staff to better communicate with Hispanic students.</p> <p>Cherokee Nation provides connectivity (Hot Spots) and devices for students in need.</p> <p>NSU Cappi Wadley Reading Center for reading support.</p> <p>Explore Spanish translation guide for school staff to better communicate with Hispanic students.</p>	<p>Assess schools’ clubs and activities to open new opportunities for “belonging” to MVPs. Google class codes provided so students can join clubs virtually.</p> <p>Migrant Recruiter will monitor EL students’ participation in extra/co-curricular activities.</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 resources through the Outreach Center for basic needs as well as school-related needs.</p> <p>Cherokee Nation Culture Team and archery program (after school program).</p> <p>Cherokee Nation Truancy Program</p>	<p>Infuse SEL strategies and curriculum throughout the school programs.</p> <p>Implement PBIS (Positive Behavioral Interventions & Supports) throughout the district.</p> <p>Utilize Care Teams to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Utilize SEL Paras to assist with students struggling emotionally</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Utilize mental health counselors and ACE counselor to provide mental health supports for students.</p> <p>Implement the Conscious Discipline framework and strategies that support positive mental health.</p> <p>Provide therapeutic counseling to students at school with CREOKS partnership.</p> <p>Refer to other agencies when needed for therapeutic counseling.</p> <p>Assess behavior then develop behavior plans for struggling students.</p> <p>Provide a healthier school environment with improved air quality to reduce the spread of disease.</p>
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	<p>Track virtual student progress with staff calls and home visits through Central Academy Virtual Program.</p> <p>Small group reading instruction for PK students</p> <p>Complete the installation of Interactive Panels in every classroom. These panels are the standard technology tool in classrooms.</p> <p>Provide the technology necessary to educate students both in-person and virtually.</p> <p>Facilitate continuity of learning whether in-person or virtual without disruption.</p>			<p>Provide sufficient bus transportation to transport less students per bus more efficiently.</p> <p>Repair roofs in disrepair to provide a healthier school environment.</p>
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<p>Children in Foster Care</p> <p>*See All students Expenditure requests</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>Provide academic support with interventions such as elementary literacy labs, Istation, Read 180.</p> <p>Literacy and math coaches provide both student and teacher support.</p> <p>Cherokee Nation provides connectivity (Hot Spots) and devices for students in need.</p> <p>NSU Cappi Wadley Reading Center for reading support.</p> <p>Explore Spanish translation guide for school staff to better communicate with Hispanic students.</p> <p>Track virtual student progress with staff calls and home visits through Central Academy Virtual Program.</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 MVPs. Google class codes provided so students can join clubs virtually.</p> <p>Provide resources through the Outreach Center for basic needs as well as school-related needs.</p> <p>Cherokee Nation Culture Team and archery program (after school program).</p> <p>Cherokee Nation Truancy Program.</p>	<p>Infuse SEL strategies and curriculum throughout the school programs.</p> <p>Implement PBIS (Positive Behavioral Interventions & Supports) throughout the district.</p> <p>Utilize Care Teams to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Utilize SEL Paras to assist with students struggling emotionally.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Utilize mental health counselors and ACE counselor to provide mental health supports for students.</p> <p>Implement the Conscious Discipline framework and strategies that support positive mental health.</p> <p>Provide therapeutic counseling to students at school with CREOKS partnership.</p> <p>Refer to other agencies when needed for therapeutic counseling.</p> <p>Assess behavior then develop behavior plans for struggling students.</p> <p>Provide a healthier school environment with improved air quality to reduce the spread of disease.</p> <p>Provide sufficient bus transportation to transport less students per bus more efficiently.</p> <p>Repair roofs in disrepair to provide a healthier school environment.</p>
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	<p>Small group reading instruction for PK students</p> <p>Complete the installation of Interactive Panels in every classroom. These panels are the standard technology tool in classrooms.</p> <p>Provide the technology necessary to educate students both in-person and virtually.</p> <p>Facilitate continuity of learning whether in-person or virtual without disruption.</p>			
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<p>Migratory Students</p> <p>*See All students Expenditure requests</p>	<p>Identify any migratory students at the point of enrollment.</p> <p>Assess a screener for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p> <p>Provide academic support with interventions such as elementary literacy labs, Istation, Read 180.</p> <p>Literacy and math coaches provide both student and teacher support.</p> <p>Explore Spanish translation guide for school staff to better communicate with Hispanic students.</p> <p>Cherokee Nation provides connectivity (Hot Spots) and devices for students in need.</p> <p>NSU Cappi Wadley Reading Center for reading support.</p> <p>Explore Spanish translation guide for school staff to better communicate with Hispanic students.</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 MVPs. Google class codes provided so students can join clubs virtually.</p> <p>Provide resources through the Outreach Center for basic needs as well as school-related needs.</p> <p>Utilize the Migrant Recruiter to assist families with community and school resources.</p> <p>Cherokee Nation Culture Team and archery program (after school program).</p> <p>Cherokee Nation Truancy Program.</p>	<p>Infuse SEL strategies and curriculum throughout the school programs.</p> <p>Implement PBIS (Positive Behavioral Interventions & Supports) throughout the district.</p> <p>Utilize Care Teams to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Utilize SEL Paras to assist with students struggling emotionally.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Utilize mental health counselors and ACE counselor to provide mental health supports for students.</p> <p>Implement the Conscious Discipline framework and strategies that support positive mental health.</p> <p>Provide therapeutic counseling to students at school with CREOKS partnership.</p> <p>Refer to other agencies when needed for therapeutic counseling.</p> <p>Assess behavior then develop behavior plans for struggling students.</p> <p>Provide a healthier school environment with improved air quality to reduce the spread of disease.</p> <p>Provide sufficient bus transportation to transport less students per bus more efficiently.</p> <p>Repair roofs in disrepair to provide a healthier school environment.</p>
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	<p>Track virtual student progress with staff calls and home visits through Central Academy Virtual Program.</p> <p>Small group reading instruction for PK students.</p> <p>Complete the installation of Interactive Panels in every classroom. These panels are the standard technology tool in classrooms.</p> <p>Provide the technology necessary to educate students both in-person and virtually.</p> <p>Facilitate continuity of learning whether in-person or virtual without disruption.</p>			
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Tahlequah Public Schools

ARP ESSER III Spending 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.

Expenditure	Allowable Use	ESSER Funding 3-Year Budget
Phone System	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 in progress
Replace Intercom Systems at Greenwood and Cherokee Elem	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 in progress
Technology Van	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 ordered

	transmission and support student health needs.	
Technology Automobile	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 ordered