

Chickasha Public Schools

ARP ESSER III Spending 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 Chickasha 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 Chickasha Public 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/for Prevention & Mitigation	ESSER Funding
Replace HVAC units	Improve air quality and energy efficiency	ESSER III
Replace water fountains with bottle filling stations	Prevent, prepare for and respond to COVID.	ESSER III
COVID Leave for staff	To maintain the health and safety of students, educators, and other staff.	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.

Expenditure	Strategy/for Prevention & Mitigation	ESSER Funding
District LPC and LPC-C	Providing mental health services and supports	ESSER III
Supplies for District LPC and LPC-C	Providing mental health services and supports	ESSER III
Class-size Reduction Teachers	Reduce class-size to meet previous HB1017 guidelines.	ESSER III
Class-size Reduction Teacher Assistants	Small group and individualized instruction	ESSER III
Resources for LETRS professional development	Implementing evidence-based activities to meet the comprehensive needs of students.	ESSER III
Stipend for participating in the LETRS professional development outside the contracted work day	Implementing evidence-based activities to meet the comprehensive needs of students. .	ESSER III
Summer School Teachers, Teaching Assistant and Bus Drivers	Planning and implementing summer learning.	ESSER III
Edmentum Virtual Teachers and Curriculum	Providing online learning for students.	ESSER III

Additional Federal Programs Teacher	Address the unique needs of low-income students and English Learners	ESSER III
Full-Time Graduation Coach	Address the unique needs of our Most Vulnerable Populations	ESSER III

We will spend at least 20% of the ARP ESSER III budget on addressing 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.

Expenditure	Strategy/for Prevention & Mitigation	ESSER Funding
Replace service fleet vehicles	Other activities necessary to maintain the operation of and continuity of services	ESSER III
District/Site Utilities and Insurances	Maintain operation of continuity of services	ESSER II
School Bus Lease	Maintain operation of continuity of services	ESSER II
OSSBA Comprehensive Strategic Planning	Other activities necessary to maintain the operation of and continuity of services	ESSER II

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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

We are maximizing a number of resources and opportunities to provide services and support to our most vulnerable students including but not limited to:

Services for ALL students including the Most Vulnerable Populations

- A full time counselor at each school site; including increasing our counseling staff at the high school from 1.5 to 2.5 counselors.
- Hired a District LPC and LPC-C
- Hired a School Based Social Worker
- Hire additional teachers and teaching assistants (as available) to reduce the class sizes at the elementary level grades Kindergarten - Fifth grade.
- Kindergarten - 5th grade teachers, administrators, Federal Program Teachers and Teachers of Special Education students will participate in LETRS professional development to implement evidence-based activities to meet the comprehensive needs of students.
- Hire a Full-time Graduation Coach to work with our students and teachers in 6th - 12th grades.
- Provide Summer School during the month of June including credit recovery.
- Contract with Edmentum to provide teachers and curriculum for students who need a virtual learning environment.
- Partner with the Oklahoma State Department of Education with an Oklahoma Transform Grant to incorporate Positive Behavior Intervention Supports to replace inappropriate behaviors with appropriate behaviors to reduce suspension and lost academic opportunities.
- Contract with Oklahoma School Board Association to participate in Comprehensive Strategic Planning.
- Develop Common Formative Assessments and Data Teams.

Students experiencing Homelessness or Foster Care

- Partnered with DHS for a School Based Social Worker. She will provide additional support and resources to our students experiencing homelessness and children in foster care.
- Hire tutors to assist students identified as homeless.

Students of Low-Socioeconomics and English Learners

- Hired an additional Federal Programs Teacher so that BWECC and Grand can each have their own teacher to work with students performing below grade level in Reading and Math along with students identified as English Learners.
- Hire tutors to provide individual and small group remediation.

Students with Disabilities

- Kindergarten - 5th grade teachers, administrators, Federal Program Teachers and Teachers of Special Education students will participate in LETRS professional development to implement evidence-based activities to meet the comprehensive needs of students.
- Provide compensatory educational opportunities through Homebased Services and after school tutoring.