

Sapulpa Public Schools

ARP ESSER III Plan

September 30, 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.

Sapulpa Schools provided in-person learning for 95.8 % of the 2021-22 school year. With the help of ESSER funds, we are pleased to be able to add staff this year.

In consultation with stakeholders the following strategies/items have been identified as needs for Sapulpa Public Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2022-23 school year.

The chart below details the planned use of remaining ESSER III available funds for continued Prevention and Mitigation Strategies.

| Expenditure | Strategy/Item for Prevention & Mitigation | ESSER Funding |
|---|--|---------------|
| Virtual Programs Staff and Administration | Increase quality of distance learning/virtual programs. | ESSER III |
| Software | Allow for virtual and distance learning when needed/requested. | ESSER III |

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Part 2: Strategies for Addressing Learning Loss

How the LEA will use 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.

| Expenditures | Strategy/Item for Addressing Learning Loss |
|--|---|
| Counselors, Psychologist, District Mental Health Coordinator, and Behavioral Specialists | Reduce the counselor/student ratio, assist in the coordination of services between District Mental Health Coordinator and Behavioral Specialists to more fully support the social/emotional/mental health needs of students at all levels |
| Teacher assistants | Additional classroom teacher assistants to help address class sizes |
| Early Literacy Plan | Add literacy specialists and assistants at all elementary locations to implement/support Early Literacy Plan |
| Curriculum, supplies, software, and hardware for virtual, distance learning, Early Literacy, Response to Intervention (RtI), Project Innovate, Inspire, Ignite, and Mental Health Programs | Provide for and increase quality of the following programs: Virtual, Distance Learning, Early Literacy, Project Innovate, Inspire, Ignite, Response to Intervention (RtI), and Mental Health programs |
| Project Innovate, Inspire, Ignite | Staffing for the implementation of the program through learning and enrichment programs before/after school and/or on weekends. |

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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 | Allowable Use |
|--|---|
| Property and Casualty Insurance Premiums and Possible Retention Stipends | Use of Funds (2)(r). Other activities that are necessary to maintain the operation of and continuity of services in LEA and continuing to employ existing staff of the LEA. |

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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 implements 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 |
|-----------------------------|---|---|---|---|
| Low Socioeconomic | <p>Early Literacy Program</p> <p>Devices and connectivity for students who do not have internet</p> <p>Engage families in the schools' programs of academics</p> <p>Add additional Teacher Assistants to address class size needs</p> | <p>Use federal funds and private donations to assist with extracurricular activity involvement</p> <p>Assess food security and provide added nutrition as needed through donations</p> <p>Engage families in school activity programs</p> | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need</p> | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need</p> <p>Employ District Mental Health Coordinator and two Behavior Specialists to assist with students' mental and behavioral needs.</p> |
| Students of Color | <p>Early literacy Program</p> <p>Devices and connectivity for students who do not have internet</p> | <p>Engage with community groups to identify and address the unique needs of all students</p> <p>Use federal funds and private</p> | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need</p> | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need</p> |

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| | <p>Engage families in the schools' programs of academics</p> <p>Add additional Teacher Assistants to address class size needs</p> | <p>donations to assist with extracurricular activity involvement</p> <p>Assess food security and provide added nutrition as needed through donations</p> <p>Engage families in school activity programs</p> | | <p>Employ District Mental Health Coordinator and two Behavior Specialists to assist with students' mental and behavioral needs.</p> |
| English Learners | <p>Provide devices and connectivity for students who do not have internet</p> <p>Project Inspire, Innovate, Ignite</p> <p>Engage families in the schools' programs of academics</p> <p>Summer programs to help with learning loss.</p> <p>Provide interpreters when needed</p> <p>Add additional Teacher Assistants to address class size needs</p> | <p>Engage with community groups to identify and address the unique needs of all students</p> <p>Use federal funds and private donations to assist with extracurricular activity involvement</p> <p>Assess food security and provide added nutrition as needed through donations</p> <p>Engage families in school activity programs</p> | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need</p> <p>Provide interpreters for students and families when needed.</p> | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need</p> <p>Provide interpreters for students and families when needed.</p> <p>Employ District Mental Health Coordinator and two Behavior Specialists to assist with students' mental and behavioral needs.</p> |
| Students with Disabilities | <p>Provide devices and connectivity for students who do not have internet</p> | <p>Engage students with disabilities to participate in extracurricular activities and provide unique</p> | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact</p> | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact</p> |

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| | <p>Engage families in the schools' programs of academics</p> <p>Summer programs to help with learning loss.</p> <p>Add additional Teacher Assistants to address class size needs</p> | <p>experiences such as Special Olympics and Green Thumb Club</p> <p>Use federal funds and private donations to assist with extracurricular activity involvement</p> <p>Assess food security and provide added nutrition as needed through donations</p> <p>Engage families in school activity programs</p> | with students in need | <p>with students in need</p> <p>Employ District Mental Health Coordinator and two Behavior Specialists to assist with students' mental and behavioral needs.</p> |
| Students Experiencing Homelessness | <p>Provide devices and connectivity for students who do not have internet</p> <p>Engage families in the schools' programs of academics</p> <p>Provide after school tutoring for students in shelter care</p> <p>Summer programs to help with learning loss.</p> <p>Add additional Teacher Assistants to address class size needs</p> | <p>Coordinate with homeless liaison and use federal funding as well as private donations to help pay for student involvement in activities, food resources and other appropriate needs</p> <p>Engage families in school activity programs</p> | Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need</p> <p>Employ District Mental Health Coordinator and two Behavior Specialists to assist with students' mental and behavioral needs.</p> |

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| Children in Foster Care | <p>Provide devices and connectivity for students who do not have internet</p> <p>Project Inspire, Innovate, Ignite</p> <p>Engage foster families in the schools' programs of academics</p> <p>Summer programs to help with learning loss.</p> <p>Add additional Teacher Assistants to address class size needs</p> | <p>Coordinate the use of federal funds as well as private donations to help pay for student involvement in activities, food resources, and other appropriate needs</p> <p>Engage foster families in school activity programs</p> | Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need</p> <p>Employ District Mental Health Coordinator and two Behavior Specialists to assist with students' mental and behavioral needs.</p> |
| Migratory Students | <p>Provide devices and connectivity for students who do not have internet</p> <p>Project Inspire, Innovate, Ignite</p> <p>Engage families in the schools' programs of academics</p> <p>Summer programs to help with learning loss.</p> <p>Add additional Teacher Assistants to address class size needs</p> | <p>Coordinate the use of federal funds as well as private donations to help pay for student involvement in activities, food resources, and other appropriate needs</p> <p>Engage families in school activity programs</p> | Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need | <p>Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need</p> <p>Employ District Mental Health Coordinator and two Behavior Specialists to assist with students' mental and behavioral needs.</p> |