McCORD PUBLIC SCHOOL DISTRICT

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Ms. Brandie Choate, Superintendent/Principal

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 McCord School, 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. After successfully returning to learn in a traditional in-person format during the 2020-2021 school year, McCord School will remain open for in-person learning for the 2021-2022 school year.

In consultation with stakeholders and various stakeholder groups, the following strategies/items have been identified as needs for McCord School 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 of ESSER stimulus funds, it is noted in the chart.

Expenditure	Strategy/Item for Prevention & Mitigation	ESSER Funding
Afterschool Program for Reading/Math/STEM	Supplemental After School Program to address learning loss.	ESSER III
ActivePanels/Chromebooks	Complete one to one initiative to continue learning in case of virtual need	ESSER III
Enhance Summer School Opportunities		ESSER III
Add STEM Labs for different populations	Pre-K through 2nd grade AND 3rd through 6th grades	ESSER III
Insurance/Utility Payments in response to Covid		ESSER III

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.

<u>Evidence-based interventions include instructional programs & materials that have been proven to raise student achievement. Also included are strategies such as Multi-tiered Systems of Support, staff members hired for intervention during the school day, instructional coaches to elevate teacher efficacy, specific learning programs for credit recovery, remediation, and acceleration.</u>

Expenditure	Strategy/Item for Addressing Learning Loss	ESSER Funding 3 Year Budget
After School Program Staff, Salaries/Benefits	Supplemental After School Program to address learning loss in reading, math, and science.	$9,500 Salaries/$2,280 Benefits
Summer School Programs Salaries/Benefits	Summer School Program with an emphasis on learning loss in reading, math, and science.	$1,500 Salaries/ $350 Benefits
Curriculum Programs Renaissance/STAR/Edmentum Assessments	Track student progress on assessments and individual reading and math skills; Communicate effectively with all teachers who provide instruction for a student; Communicate effectively w/ parents of EL students	$15,400
Supplies for STEM/Afterschool/Summer School Programs	Enhance student motivation and participation with hands-on learning	$2000
Classroom Tutors/Assistants Salaries/Benefits	Additional one-on-one time with students having difficulty	$58,000 Salaries/$13,920 Benefits
Technology	Chromebooks and Newline Interactive TVs aid students in educational interactions between students and	$35,100

	classroom instructors	

- 20% of the ESSER III Allocation = $91,166.98 Required to Address Learning Loss
- Total Expenditures in the Learning Loss area = $138,050

Part 3: 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

Setting the Table to Support All Students with Extra Measures for MVPs
MVPs = Most Vulnerable Populations

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs

Students of Low-Socioeconomics	Provide devices and connectivity for virtual learning as needed. Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.	Assess food security and provide added nutrition as needed through donations. Engage families in the school's programs of academics and activities.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of students.	Refer to professional support through agencies and the Osage Nation.
MVPs	**Academic Needs**	**Social Needs**	**Emotional Needs**	**Mental Health Needs**
Students of Color	Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.	Engage families in the school's programs of academics and activities. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of student	Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Osage Nation.

English Learners	Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed. Summer and After-School programs designed for ELs	Engage families in the school's programs of academics and activities. Provide translation services for school's communications and documents through Apps, translators, and online services. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected. Provide community classes for parents and extended family.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of student	Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Osage Nation.
MVPs	**Academic Needs**	**Social Needs**	**Emotional Needs**	**Mental Health Needs**
Students with Disabilities	Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed. Provide adaptive technology to close the Homework Gap for Student with Disabilities. Provide in-person learning for SWDs during Remote Learning days as possible.	Assess barriers to participation in clubs, activities, and organizations. Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities. Engage families in the school's programs of academics and activities. Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm and celebrations.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of student	Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Osage Nation.

Students Experiencing Homelessness	Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed. The district will make every effort to receive school records from previous schools. Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.	Assess barriers to participation in clubs, activities, and organizations. Outline plans to remove barriers for 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.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of student	Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Osage Nation.
Children in Foster Care	Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.	Assess food security and provide added nutrition as needed through donations.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of student	Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Osage Nation.
Migratory Students	Identify any migratory students at the point of enrollment. Assess for learning targets. Implement Tier I, II, and III Instruction as needed.	Assess food security and provide added nutrition as needed through donations.	Provide staff with training on emotional needs of students. Engage families in programs specific to emotion needs and learning of student	Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Osage Nation.

Part 4: 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
School Transportation	To allow for greater Social Distancing
School Bus	$100,000
Technology, Chromebooks	$20,000
Insurance/Utility Costs	$50,000
Playground	$175,000

Please email Brandie Choate at bchoate@mccordschool.net to provide feedback.

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