

Ada City Schools

ARP ESSER III Use of Funds Plan

COVID-19 and its variants have brought many challenges to Ada City 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.

Ada City Schools has been awarded 4.7 million dollars to help Prevent, Prepare, or Respond to the COVID-19 Pandemic. Ada City Schools will preserve 20% to address the learning loss caused by the pandemic. The remaining 80% of the ARP ESSER III funds will be spent in compliance with the regulations set forth by the Oklahoma State Department of Education. Funds are to be expended by September 30, 2024.

Ada City Schools will ensure the interventions and strategies it implements, including but not limited to those implemented under section 2001(e)(1) will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19. This includes students from low-income families, students of color, and English learners, children with disabilities, students experiencing homelessness, and children in foster care.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Ada City Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year.

This plan is fluid and will be monitored and adjusted as needed to ensure these funds meet the needs of our families and students. As always, we value input from our community.

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Part 1: Strategies for Prevention and Mitigation of COVID

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.

ESSER III Project	Strategy/Item for Prevention & Mitigation
Chromebooks, iPads, Chargers	To complete the 1:1 count of student devices to prevent shared devices and possible spread of the virus; to prepare for periods of remote learning
Repair and Replace HVAC	To improve air quality and energy efficiency
Replace Windows	To improve air flow and ventilation; improve energy efficiency
Additional Security Cameras	To improve Contact Tracing
Replace/Repair Intercom System	To improve communication; to improve the preparedness and response efforts
Route Buses	Improve Social Distancing
Replace fountains with water bottle fillers	To reduce risk of virus transmission
Renovation/Expansion of Classroom Space; Adding a cafeteria; facility repairs and improvements; adding outdoor eating/classroom areas	To help with social distancing and cleanliness to reduce risk of virus transmission and exposure
Air Purifiers	Improve air quality and possible spread of virus
Upgrade webpage and Student Information System	To improve communication with families
Janitorial Services, Cleaning Supplies, PPE	To sanitize and clean facilities; reduce risk of virus transmission

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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.

ESSER III Project	Strategy for Addressing Learning Loss
Summer Learning - Salaries and Curriculum/supplemental supplies and materials	To support academic and social emotional needs of ALL students; provide credit recovery, remediation, and enrichment
Intervention Specialist (s)	Establish Multi-Tier Systems of Support; Provide direct Tier I, II, III intervention services for at-risk students
Professional Development: Science of Reading /Orton Gillingham Training/ Professional Learning Communities includes materials/curriculum and stipends to teachers for out of contract time; Supplemental Software	To help address learning loss and student needs in regards to academic proficiency and success To Address learning loss and distance or remote learning; measurement of skills/needs; tracking student data
Social Emotional Curriculum/Programs such as Leader in Me and AVID	To support academic and social emotional needs of ALL students

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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 Insurance and Re-evaluation Costs	To assist in maintaining operations of the district by maintaining adequate fund balances for operations
Utility Costs	To assist in utility increases due to COVID-19
Salaries	To assist in maintaining the operation and continuity of services

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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.

Ada City Schools effectively allocates and integrates local, state, and federal funds to address identified student needs. The District is committed to coordinating funds and building programs which meet ALL students’ needs. The Superintendent and the Director of Federal Programs oversee all aspects of local, state and federal resources. The District has a collaborative commitment among program directors to integrate programs. A strong partnership exists between Indian Education, ELL, Special Education, and other District leaders including site principals, ensuring resources are aligned to meet the needs of our diverse student population without redundancies.

Most Vulnerable Populations	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs	Physical Needs
Low Income Families	Provide devices and connectivity for virtual learning as needed.	Provide added nutrition as needed through donations and Food Pantry	Identify teachers who will commit to intentionally follow identified students and provide support at times of possible crisis.	Provide school counseling programs to meet emergent needs.	Access Cougars Care or Clothing Closets for personal hygiene needs
Students of Color	Provide after-school tutoring.	Assess barriers to participation in clubs, activities, and organizations.		Refer to professional support through agencies including the Chickasaw Nation and other tribal support programs as well as through Project Aware	
English Learners			Implement Handle with Care program for students who have been involved in a traumatic situation outside of school.		Access Cougars Care program for vision needs, wardrobe needs
Children with Disabilities	Provide Credit Recovery for secondary students.	Access Cougars Care and other programs for financial support for fees/dues to participate in clubs and organizations.			
Students experiencing Homelessness	Provide Alt Ed as an option for at-risk students.				
Children in Foster Care		Engage families in the school's programs of academics and activities.			
Migratory Students	Provide a Summer Learning Program that addresses credit recovery, remediation, and enrichment.	Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.			

