

Sapulpa Public Schools

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.

Sapulpa Schools provided in-person learning for 95% of our 2020-21 school year. With the help of CARES and some ESSER II funds, we were able to maintain our staffing levels even with a drop in student count and state budget cuts. The chart below details the planned use of remaining ESSER II and ESSER III available funds for continued Prevention and Mitigation Strategies.

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 2021-22 school year.

Expenditure	Strategy/Item for Prevention & Mitigation
Nursing and other Support Staff	Identify staff and students with COVID symptoms and contact guardians
Custodial Staff and Supplies	Increase frequency of cleaning and purchase additional supplies and equipment
Virtual Programs Staff and Administration, copy machine	Increase quality of distance learning/virtual programs, additional copy machine to accommodate distance learning packets and virtual program needs.
Software, Tablets, and Storage Units	Allow for distance learning when needed/requested. This will include purchase of tablets and storage units to better accommodate the early elementary students.

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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.

Expenditure	Strategy/Item for Prevention & Mitigation
3 School Counselors, 1 School Psychologist, 1 Behavioral Specialist (Matching Counselor Corps Grant)	Reduce the counselor/student ratio to more fully support the social/emotional/mental health needs of students at all levels
Classroom teachers and specialists	Reduce class sizes and additional staff to implement/support Early Literacy Plan
Early Literacy Plan	Strategic comprehensive plan to mitigate learning loss by investing in early childhood literacy in grades PK - 3, with an intense focus on Grade 1. Intervention specialists and assistants as well as professional development for all teachers will be needed.
Project Innovate, Inspire, Ignite	Before and after school focus on addressing academic performance needs due to learning loss and student apathy, tutoring, enrichment, implementation of Before & After School Programs. This project will include transportation to/from school sites, salaries, and other expenses as needed. Interpreters will be provided when needed.
Summer School	Utilize summer programs for tutoring to address learning loss or credit recovery

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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	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.
Interactive Boards	Interactive Boards to replace Smartboards and projectors within the district.

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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	Early Literacy Program Project Inspire, Innovate, Ignite Engage families in the schools' programs of academics Devices and connectivity for students who do not have internet Summer Programs Interpreters if needed	Use federal funds and private donations to assist with extracurricular activity involvement Assess food security and provide added nutrition as needed through donations Engage families in school activity programs	Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need	Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need

<p>Students of Color</p>	<p>Early Literacy Program</p> <p>Project Inspire, Innovate, Ignite</p> <p>Engage families in the schools' programs of academics</p> <p>Devices and connectivity for students who do not have internet</p> <p>Summer Programs</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>English Learners</p>	<p>Early Literacy Program</p> <p>Project Inspire, Innovate, Ignite</p> <p>Provide devices and connectivity for students who do not have internet</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>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>Students with Disabilities</p>	<p>Early Literacy Program</p> <p>Project Inspire, Innovate, Ignite</p> <p>Provide devices and connectivity for students who do not have internet</p> <p>Engage families in the schools' programs of academics</p> <p>Summer programs to help with learning loss.</p>	<p>Engage students with disabilities to participate in extracurricular activities and provide unique 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>	<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>Students Experiencing Homelessness</p>	<p>Early Literacy Program</p> <p>Project Inspire, Innovate, Ignite</p> <p>Provide devices and connectivity for students who do not have internet</p> <p>Engage families in the schools' programs of academics</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>	<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>Provide after school tutoring for students in shelter care</p> <p>Summer programs to help with learning loss.</p>			
Children in Foster Care	<p>Early Literacy Program</p> <p>Project Inspire, Innovate, Ignite</p> <p>Provide devices and connectivity for students who do not have internet</p> <p>Engage foster families in the schools' programs of academics</p> <p>Summer programs to help with learning loss.</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	Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need
Migratory Students	<p>Early Literacy Program</p> <p>Project Inspire, Innovate, Ignite</p> <p>Provide devices and connectivity for students who do not have internet</p> <p>Engage families in the schools' programs of academics</p> <p>Summer programs to help with learning loss.</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	Use Counselor Corps Grant to decrease the student/counselor ratio, thereby, increasing contact with students in need

