

# Altus 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 Altus Public Schools, but Altus Public Schools has implemented safety measures that allowed us to remain open during the 2020-2021 school year.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Altus 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, it is noted in the chart.

This document is fluid, subject to change following bi-annual stakeholder consultation and review.

Expenditure	Strategy/ Item for Prevention & Mitigation	ESSER Funding
<b>Replace HVAC</b>	Improve air quality and energy efficiency	ESSER III
<b>Playground equipment</b>	Prevent larger groups of students from congregating around certain apparatus	ESSER III
<b>Band Instruments</b>	Prevent shared instruments and possible spread of the virus	ESSER III
<b>Additional Student iPads</b>	Complete the 1:1 count of student devices to prevent shared devices and possible spread of virus	ESSER III
<b>Floor tiling</b>	To replace old carpeting to improve air quality	ESSER III
<b>Window Replacement</b>	Window replacement to improve air quality	ESSER III

<b>Vape Detectors</b>	To improve air quality and reduce the risk of COVID-19 transmission	ESSER III

## Altus Public Schools ARP ESSER III Spending Plan

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.*

<b>Expenditure</b>	<b>Strategy/Item for Addressing Learning Loss</b>	<b>ESSER Funding 3-Year Budget</b>
<b>Elementary Counselor/ Secondary Counselor</b>	Reduce the Counselor/Student ratio to more fully support the Social/Emotional/Mental Health Needs of students at all levels	\$333,000
<b>Class Size Reduction Teachers</b>	Reduce the Teacher/Student ratio for cooperative groups, small groups and individualized instruction.	\$1,500,000
<b>iStation - Grades pre-k through 6th</b>	Track student progress on assessments and individualized learning paths.	\$187,230
<b>Edgenuity – Grades 7-12</b>	Digital site licenses for content for math, ELA, science, social studies, electives, and virtual tutors	\$75,000
<b>Exact Path – Grades 9-12</b>	Track student progress on assessments and individualized learning paths	\$42,240

<b>Summer School Teachers</b>	Planning and implementing activities related to summer learning, addressing needs of all students, including MVPs.	\$51,135
<b>Online Tutorial Programs</b>	Targeted, individualized tutorials on learning gap skills and objectives.	\$130,299

- 20% of the ESSER III Allocation = \$1,600,996.02 required to address learning loss
- Total Expenditures in the learning loss area = \$2,318,904.00

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### ARP ESSER III Spending Plan

#### 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
PD for staff / SEL	(2)(L)
District Staff EAP Program	(2)(L)
Why Try- Character development, leadership, and Social/emotional learning	(2)(L)

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### ARP ESSER III Spending Plan

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

<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students of Low Socioeconomics</b>	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier-2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Planning and implementing activities related to summer learning, addressing needs of students of low socioeconomics.</p>	<p>Assess food security and provide added nutrition as needed through donations- Food for Kids.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the schools' programs of academics and activities.</p>	<p>Infuse the Why Try Curriculum throughout the school programs.</p> <p>Provide ongoing professional development for teachers to enable them to help students find healthy coping strategies.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local agencies.</p>
<b>Students of Color</b>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier-2 supports for</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the Why Try Curriculum throughout the school programs.</p> <p>Provide ongoing professional</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional</p>

	<p>unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Planning and implementing activities related to summer learning, addressing needs students of color.</p>	<p>Engage families in the schools' programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>development for teachers to enable them to help students find healthy coping strategies.</p>	<p>support through local agencies.</p>
<b>English Learners</b>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier-2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Planning and implementing activities related to summer learning, addressing needs of English learners.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the schools' programs of academics and activities.</p> <p>Provide translation services for school communication and documents through apps and translators.</p> <p>Establish opportunities for the diversity of cultures to be highlighted,</p>	<p>Infuse the Why Try Curriculum throughout the school programs.</p> <p>Provide ongoing professional development for teachers to enable them to help students find healthy coping strategies.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local agencies.</p>

		celebrated, and respected.		
<b>Students with Disabilities</b>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier-2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Planning and implementing activities related to summer learning, addressing needs SWD.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the schools' programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p>	<p>Infuse the Why Try Curriculum throughout the school programs.</p> <p>Provide ongoing professional development for teachers to enable them to help students find healthy coping strategies.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local agencies.</p>

<p><b>Students Experiencing Homelessness</b></p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier-2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Planning and implementing activities related to summer learning, addressing needs of students experiencing homelessness.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the schools' programs of academics and activities.</p>	<p>Provide ongoing professional development for teachers to enable them to help students find healthy coping strategies.</p> <p>Provide ongoing professional development for teachers to enable them to help students find healthy coping strategies.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local agencies.</p>
<p><b>Children in Foster Care</b></p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier-2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Planning and implementing</p>	<p>Assess food security and provide added nutrition as needed through donations- Food for Kids.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the Why Try Curriculum throughout the school programs.</p> <p>Provide ongoing professional development for teachers to enable them to help students find healthy coping strategies.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local agencies.</p>

	activities related to summer learning, addressing needs of children in foster care.			
<b>Migratory Children</b>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier-2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Planning and implementing activities related to summer learning, addressing needs of migratory students.</p>	<p>Assess food security and provide added nutrition as needed through donations- Food for Kids.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the Why Try Curriculum throughout the school programs.</p> <p>Provide ongoing professional development for teachers to enable them to help students find healthy coping strategies.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local agencies.</p>

We are requesting your feedback on the development of our plan to support student learning with the funds received through the American Rescue Plan Act of 2021. Your input is an important part of developing a plan that addresses the most pressing needs of our students.

We want to hear from you!  
*(Link to feedback form)*

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.