

Harding Independence Charter District, Inc.

ARP ESSER III Funding Plan 2021 - 2024



Our vision is to prepare all graduates for success at any post-secondary educational institution.

Introduction

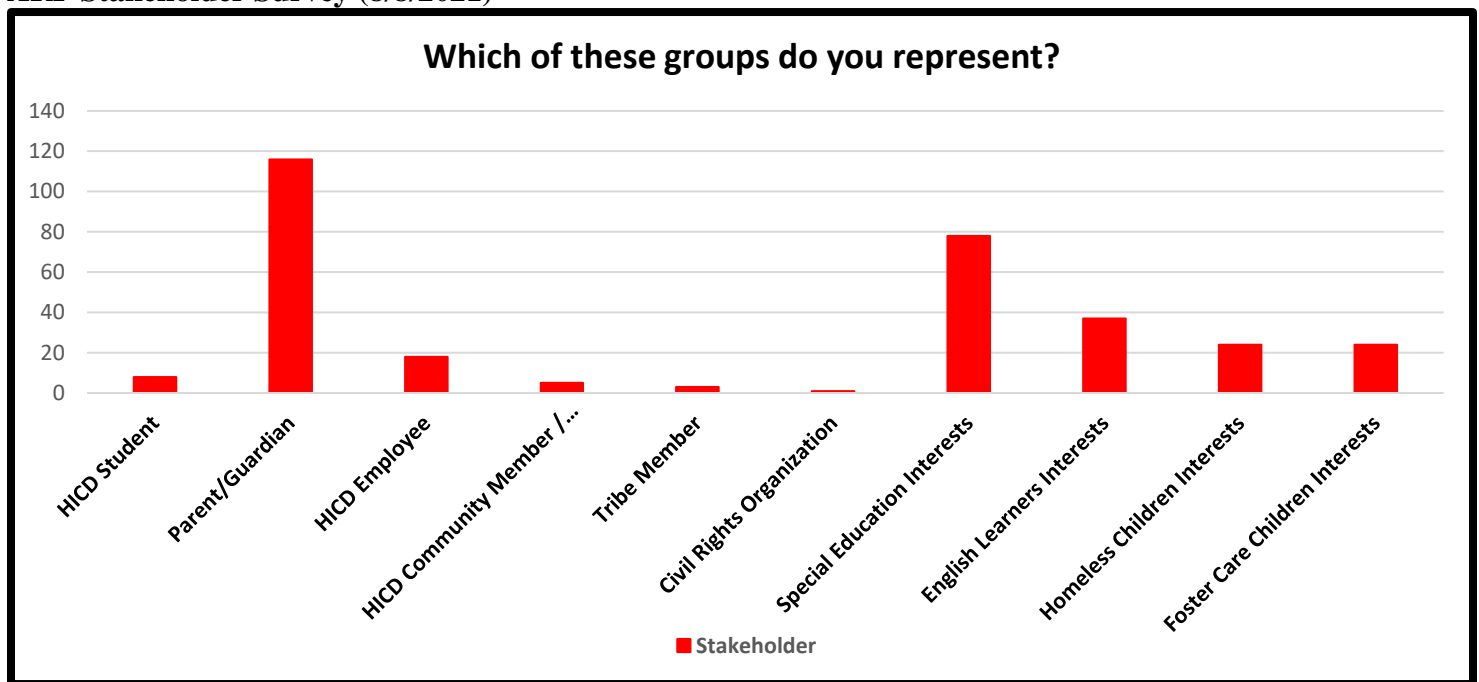
The American Rescue Plan Elementary and Secondary Emergency Relief (ARP ESSER) authorized under the American Rescue Plan (ARP) Act of 2021, provides nearly \$122 billion to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (COVID-19) pandemic. Harding Independence Charter District has been allocated \$1,237,260.70 as part of the ARP ESSER III funding cycle.

The ARP ESSER requires each school district receiving funds from the Federal Elementary and Secondary School Emergency Relief Fund allocated by the American Rescue Plan Act of 2021 to post on its website a plan summarizing how these funds will be spent. In accordance with this requirement, and in an effort to use these funds to best meet the needs of our students over the next three fiscal years, we have prepared this ARP-ESSER Funding Plan based on the needs assessed by HICD stakeholders. HICD has met with stakeholders and representatives of various groups (Tuesday, July 27th, 2021) to collaborate on how to best implement funds for closing instructional gaps and will ensure a minimum reserve of 20% of ESSER III funds are set aside to address the academic impact of lost instructional time and learning.

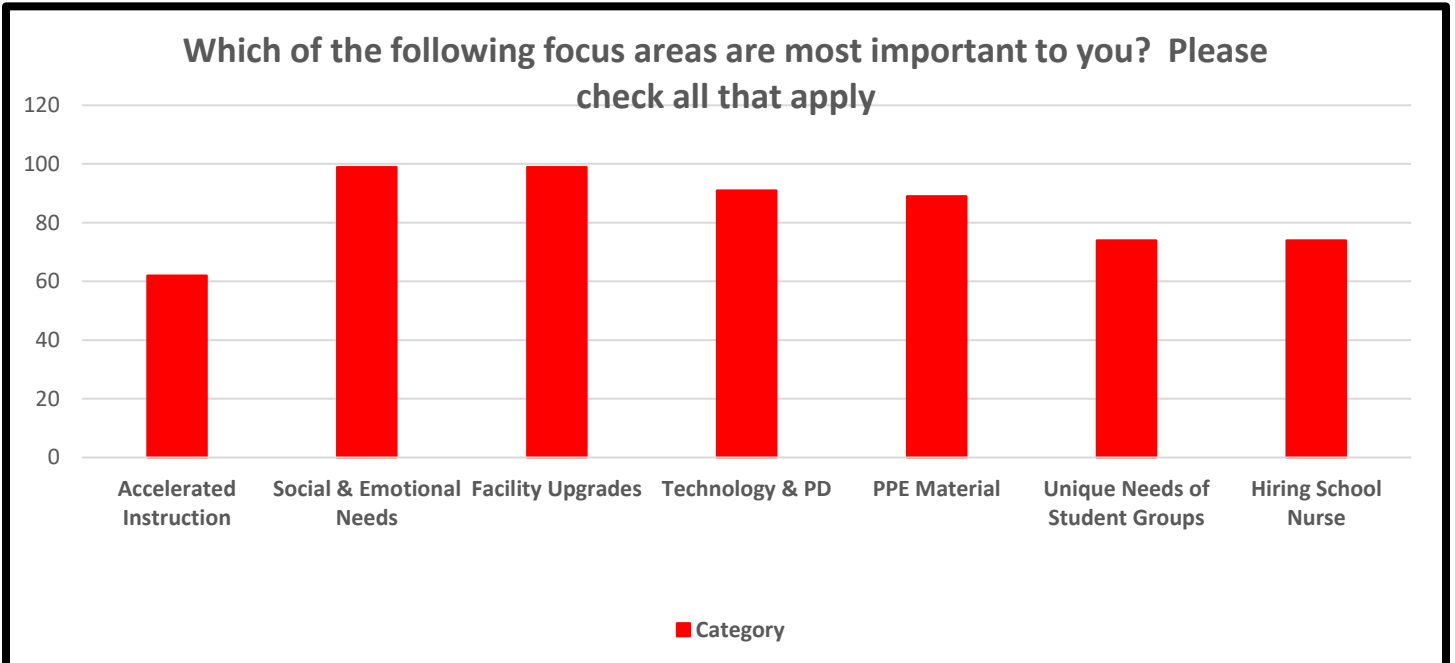
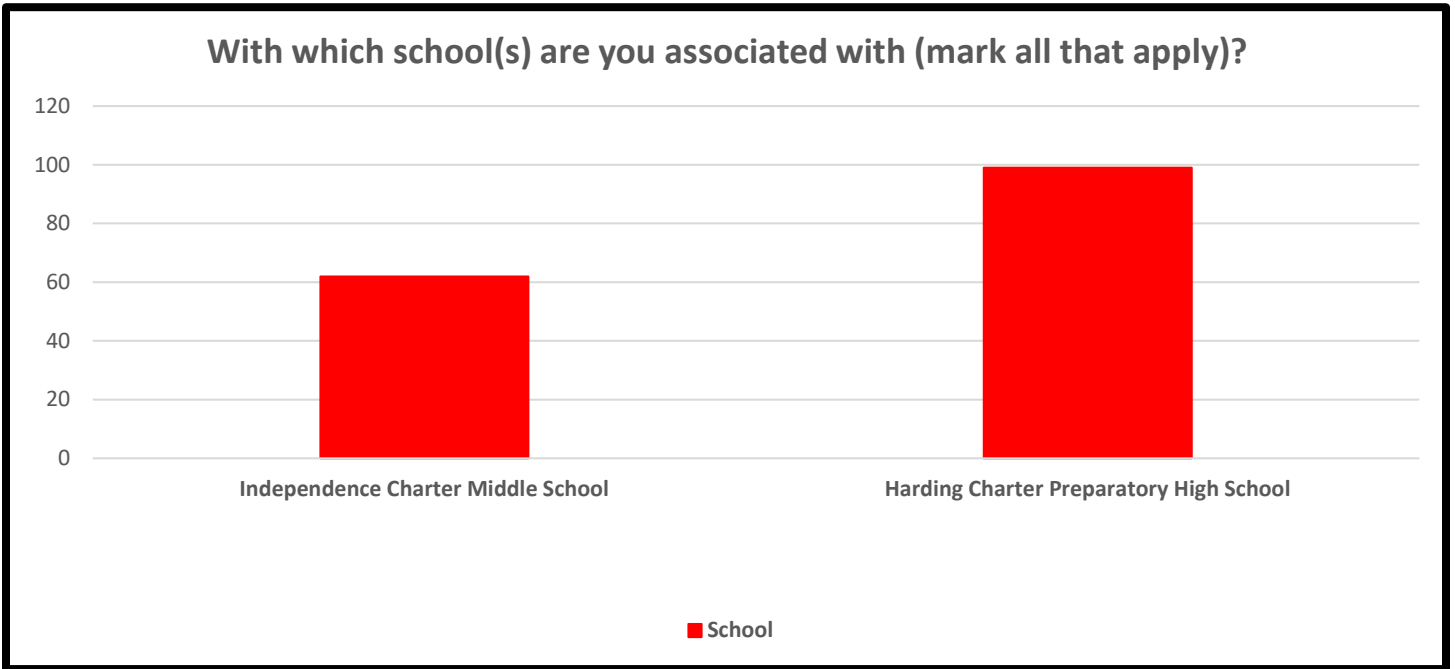
The ARP ESSER III Funding Plan is a three-year projected budget. This plan was developed to include new student supports for identified learning loss due to the pandemic, strategies for preventing and mitigating of COVID-19 to safely open and operate schools for in person learning, addressing the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic, as well as maintain student programs that may otherwise be affected by potential state education budget shortfalls over the next three years. HICD will continue to collaborate with stakeholders throughout the implementation of this three-year plan.

Below you will find the survey results and initial plans Harding Independence Charter District has on expenditures with ARP Funding.

ARP Stakeholder Survey (8/8/2021)



ARP Survey Data



LEA Funding Plans

How can these funds be used?

ARP ESSER allocations may be used for mitigation strategies in preparing schools for reopening; addressing 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; hiring staff and avoiding layoffs; and testing, repairing, and upgrading projects to improve air quality in school buildings.

ARP ESSER allocations may be used in the following ways:

1. Schools shall reserve not less than 20 percent (20%) of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus ARP ESSER III FUNDING ARP ESSER Uses of Funds Plan 3 on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and
2. Schools shall use the remaining funds for any of the following:
 - a. Any activity authorized by the Elementary and Secondary Education Act of 1965.
 - b. Any activity authorized by the Individuals with Disabilities Education Act.
 - c. Any activity authorized by the Adult Education and Family Literacy Act.
 - d. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
 - e. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
 - f. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
 - g. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
 - h. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
 - i. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated
 - j. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
 - k. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
 - l. Providing mental health services and supports, including through the implementation of evidence-based full-service.
 - m. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and

LEA Funding Plans

addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

n. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students ARP ESSER Uses of Funds Plan 4 experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

i. administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

ii. implementing evidence-based activities to meet the comprehensive needs of students;

iii. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

iv. Tracking student attendance and improving student engagement in distance education.

o. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

p. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

r. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

How will the LEA utilize funds to address the impacts of the COVID-19 pandemic?

HICD will continue to implement, to the greatest extent practicable, prevention and mitigation strategies and protocols established by the *Oklahoma State Department of Health* (OSDH) and the *Centers for Disease Control and Prevention* (CDC) to ensure the safety of students, staff, and community members. The LEA will use local and state health resources when making the best purchase decisions from ESSER III monies to help reduce the likelihood of the school being closed during a pandemic situation, however, will plan for Distance Learning if necessary. ARP ESSER funds will be used to fund the following expenditures.

How will the LEA utilize these funds to maximize in-person instruction time?

HICD may use the funding to support the following programs to maximize in-person instruction time including, but not limited to the following: summer instructional programming, retention of staff, use of teachers on special assignment, and the implementation of after school, extended-day, extended-year, tutoring and/or instructional programs. The school may also use the funding to continue the implementation of COVID protocols, including the purchase of personal protective equipment, cleaning supplies, barriers, furniture, and storage.

How will The LEA utilize these funds to purchase educational technology?

HICD may use funds for the purchase of educational technology such as laptops, to fund subscriptions for Wi-Fi hotspots, to purchase licenses for remote and online learning curriculum materials and tools, to acquire email encryption, technology security, and instructional technology applications

LEA Funding Plans

How will The LEA utilize these funds to address the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness?

HICD may use funds to address the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, and English language learners. HICD will ensure that the interventions 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 student groups disproportionately impacted by COVID-19. This may be done by providing technology for the possibility of Distance Learning and ability to take part in the after-school virtual program, providing staff development programs focused on meeting the needs of the most vulnerable populations, adding a counselor to support the emotional and mental health needs of students, and adding a full-time English language learner teacher.

Children with Disabilities: Students with disabilities may be provided additional tutoring services, in-person instruction during Distance Learning situations, and one-on-one direct instruction when necessary. Students with disabilities are assessed more frequently and progress is monitored so that instructional changes can be met. Students with disabilities may also be provided additional technology in laptops, WIFI hotspots, and graphing calculators.

Englisher Language Learners: English Language Learners may be provided an additional course for English acquisition and support with an additional certified ELL/Bilingual teacher hired by the LEA. Families of English Language Learners are invited to participate in family supports that are focused on English acquisition and support programs, and English Language Learners may also be provided additional technology and resources such as laptops, WIFI hotspots, digital translators, and English Language Learner learning support programs.

Low-Income Students: Counselors may be hired to address all student's mental health needs on a referral basis. The counselors may make regular appointments to check in with low-income students and students of color. In addition, low-income students may be provided additional technology in laptops, graphing calculators, and WIFI hotspots.

How will The LEA utilize these funds to implement evidence-based strategies to meet students' social, emotional, mental health, and academic needs?

HICD may use funds to implement evidence-based strategies to meet students' social, emotional, mental health, and academic needs through the employment of counselors, implementing programs to reduce student anxiety, curriculum development pertaining to social-emotional learning, and implementing staff development programs focusing on improving students' social, emotional, mental health and academic needs.

How will The LEA utilize these funds to offer evidence-based summer, afterschool, and other extended learning and enrichment programs?

HICD may use funds to offer evidence-based summer, afterschool, and other extended learning and enrichment programs such as summer instructional programming, and implementation of after-school tutoring/instructional programs.

LEA Funding Plans

ARP Funding Strategies

Strategies for Prevention and Mitigation of COVID-19

Touchless Bathrooms	Upgrading bathrooms to touchless models	\$101,680.00
Outdoor Lunch Seating Space	Expanding cafeteria space for social distancing	\$70,643.12
Touchless Water Fountains	Upgrading water fountains to touchless models	\$24,643.00
Six Classroom Portable Complex	Expanding classroom space for social distancing	\$300,000.00
Dual Computer Screens	Resources for the preparation of Distance Learning	\$2,670.06
Staff Laptops	Resources for the preparation of Distance Learning	\$47,160.00
Microsoft Team Setup	Resources for the preparation of Distance Learning	\$9,000.00
Facial Masks / Coverings	PPE supplies to support in-person learning	\$1,000.00
Disinfectant Sprayers	PPE supplies to support in-person learning	\$1,000.00
Increase Cleaning Services	Sanitation services to support in-person learning	\$20,600.61
Purell Push-Style Hand Sanitizer Stations	PPE supplies to support in-person learning	\$397.95
Total		\$578,794.74 (46.7%)

Strategies for Addressing Learning Loss

Summer School Program 2022-2024	\$120,000.00
After-School Programs + Saturday Sessions 2022-2024	\$190,080.00
After-School Virtual Programs 2022-2024	\$108,000.00
Total	\$418,080.00 (33.8%)

Strategies to Support Most Vulnerable Populations Unique Needs Are Addressed

School Counselor Salary	\$49,783.91
AVID Professional Development Fall 2021	\$26,000.00
AVID Professional Development Summer Institute 2022	\$15,000.00
AVID Professional Development Summer Institute 2023	\$15,000.00
AVID Professional Development Summer Institute 2024	\$15,000.00
English Learner/Bilingual Teacher Salary 2023-2024	\$120,000.00
Wi-Fi hotspots	\$0.00 (paid from CARES)
Student laptops	\$0.00 (paid from CARES/ESSER II)
Total	\$240,783.91 (19.5%)

Total Summary

ARP Funding	\$1,237,260.70	100%
<i>Strategies for Prevention and Mitigation of COVID-19</i>	\$578,794.74	46.7%
<i>Strategies for Addressing Learning Loss</i>	\$418,080.00	33.8%
<i>Ensuring Most Vulnerable Populations Unique Needs Are Addressed</i>	\$240,783.91	19.5%
ARP Total Funding Remaining	\$0.00	0%