



# College Bound Academy

## FY 24 ARP ESSER III Plan

### Part 1: Strategies for Prevention and Mitigation of COVID

We are continuing to listen to local, state and federal public health guidance around COVID-19. As guidance is updated, we will revise policies with input and will update families through all platforms including the website, [www.collegeboundschool.org](http://www.collegeboundschool.org). We are also working with the Tulsa Health officials for CBA specific cases and mitigation. Student screening policies, illness policies, and attendance policies have all been updated and adopted to accommodate families and staff during the pandemic.

ESSER III Project	Strategy/Item for Prevention & Mitigation
Personal Protective Equipment Policy	All teachers and staff will be offered masks while in the school building. Any adult visitor will be offered a mask while in the building. Students may be required to wear masks. If masks are worn they must cover the nose and mouth.
Cleaning Policy	Classrooms and tables will undergo daily sanitizing after meal times and at the end of each day and as needed for deeper sanitation. Facilities will be cleaned regularly. Staff and students will limit sharing of materials to prevent contamination of high touch objects. If there is a confirmed case of COVID-19, that classroom will be closed for 24 hours for deep cleaning. It may become necessary for school to be canceled to allow for extended cleaning and sanitizing based on COVID-19 contact tracing



<p>Handwashing and respiratory etiquette</p>	<p>Students will be encouraged to wash their hands frequently. Students will be taught proper hand washing including wet, lather, scrub, rinse and dry. Students will use hand sanitizer frequently and after each transition. We will provide soap, a way to dry hands, tissues and face masks. We will also provide hand sanitizer that contains at least 60% alcohol.</p>
<p>Contact tracing in combination with isolation and quarantine</p>	<p>If there is an expected COVID-19 exposure, we will conduct internal contract tracing using sign in sheets, class seating arrangements, and transportation lists to identify any place a scholar or staff member was for more than 15 minutes. From here, we will contact Ashley Thompson at the Tulsa Health Department. Thompson will advise us on our next steps in terms of quarantine, isolation, or further contact tracing. We will then enter the exposure into the state portal. We will ask any student, staff, or educator diagnosed with COVID-19 to isolate and stay away from the premises until requirements for end of isolation are met. Contact tracing will consists of identifying potential exposures as well as close contacts at the school or events. We will then notify close contacts and families of close contacts, in accordance with privacy and other laws.</p>
<p>Child Nutrition</p>	<p>CBA will continue to offer free meals to all students, even in the event of closure. We will continue to offer our food pantry free of charge to families in need.</p>



## Part 2: Strategies for Addressing Learning Loss

CBA is providing additional interventions for all students to meet their academic needs including general education students, Special Education services, English Language services, and General Education.

ESSER III Project	Strategy for Addressing Learning Loss
<p>SPED Services/Students with Disabilities- CBA offers recovery services as determined by our IEP team.</p> <p>(Salaries and Benefits for Intervention Staff: Paraprofessionals, Teachers, Instructional Coaches)</p>	<ul style="list-style-type: none"> <li>● Virtual small groups</li> <li>● Additional in person small groups</li> <li>● Tele-therapy.</li> <li>● We have expanded our SPED team to account for additional minutes to be served to meet student academic needs.</li> <li>● Share community resources with families for internet connectivity services.</li> <li>● Assess food insecurity and provide added nutrition through our school pantry program.</li> <li>● Assess school activities for expanded social opportunities for students</li> <li>● Family Children and Services counseling services on site to meet emergent needs</li> </ul>



<p>English Language Learners</p> <p>(Salaries and Benefits for Intervention Staff: Paraprofessionals, Teachers, Instructional Coaches)</p>	<ul style="list-style-type: none"> <li>● Offer additional virtual small groups and additional in person small groups instruction for recovery services.</li> <li>● We are expanding our EL team at CBA to allow for additional small groups to meet student academic needs.</li> <li>● Share community resources with families for internet connectivity services.</li> <li>● Assess food insecurity and provide added nutrition through our school pantry program.</li> <li>● Assess school activities for expanded social opportunities for students</li> <li>● Family Children and Services counseling services on site to meet emergent needs.</li> </ul>
<p>General Education</p> <p>(Salaries and Benefits for Intervention Staff: Paraprofessionals, Teachers, Instructional Coaches)</p>	<ul style="list-style-type: none"> <li>● Provide all students with responsive intervention at least twice per week.</li> <li>● Continue building responsive interventions for all students to meet academic needs utilizing Istation interventions, guides reading, and progress monitoring weekly.</li> <li>● Continue teaching grade level content while building in time for small groups, interventions, and review at the start of each unit.</li> <li>● The Response to Intervention team will meet biweekly to discuss students who need additional help, interventions, and monitoring.</li> </ul>



### 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
Indirect Costs	Indirect Cost will be used as allowed for associated costs which are necessary to provide continuity of services.

### 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.

Brief narrative to describe demographics of your community and populations identified as disproportionately impacted.

Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students from low income families	Provide small group or one on one tutoring interventions as needed.	Assess school activities for expanded social opportunities for students.	Students are offered coping skills and strategies during daily morning meetings and closing circles.	On site, Family Children and Family Services counselor for any referral services to meet emergent needs.



	Provide local Interventionists and Apprentice support as needed.	Students will receive social and emotional learning curriculum weekly as well as attend SEL enrichment focused classes.		
Students of Color	Provide small group or one on one tutoring interventions as needed.  Implement evidence-based Tier 1, Tier 2, Tier 3 instructional support/tutoring, as needed.	Provide cultural training for faculty.  Establish opportunities for the diversity of cultures to be highlighted.	Students are offered coping skills and strategies during daily morning meetings and closing circles.  Utilize after-school individual and small group counseling.	On site, Family Children and Family Services counselor for any referral services to meet emergent needs.  Provide Academic Interventionist and Apprentice support.
English Learners	Provide Support for unfinished learning.  Implement evidence-based instruction.  Provide access to EL staff/ specialists.	Engage families through school-family liaisons.  Students will receive social and emotional learning curriculum weekly as well as attend EL enrichment focused curriculum.	Students are offered coping skills and strategies during daily morning meetings and closing circles.  Engage families through extended day services and partnerships with local community organizations.	On site, Family Children and Family Services counselor for any referral services to meet emergent needs.  Provide counseling and translators for parental engagement activities.
Children with Disabilities	Virtual or in-person small groups  Tele-therapy  Additional minutes to meet student academic needs.	Assess school activities for expanded social opportunities for students.  Students will receive social and emotional learning curriculum weekly as well as attend SEL enrichment focused classes.	Students are offered coping skills and strategies during daily morning meetings and closing circles.  Engage families through extended day counseling.	On site, Family Children and Family Services counselor for any referral services to meet emergent needs.  Utilize small group settings with service providers.
Students experiencing Homelessness	Share community resources for any emerging needs,	Access food security through NSPL/	Students are offered coping skills and strategies	On site, Family Children and Family Services



	such as internet connectivity.	<p>After School snack program.</p> <p>Students will receive social and emotional learning curriculum weekly as well as attend SEL enrichment focused classes.</p>	<p>during daily morning meetings and closing circles.</p> <p>Provide afterschool interventions to address emotional needs and provide wrap around services.</p>	counselor for any referral services that may be needed.
Children in Foster Care	<p>Provide Support for unfinished learning.</p> <p>Implement evidence-based instruction.</p> <p>Tutoring services as needed.</p>	<p>Provide home visits for effected students and families.</p> <p>Students will receive social and emotional learning curriculum weekly as well as attend SEL enrichment focused classes.</p>	<p>Students are offered coping skills and strategies during daily morning meetings and closing circles.</p> <p>Provide counseling services through local service providers.</p>	<p>On site, Family Children and Family Services counselor as needed.</p> <p>Provide access to mental heath professionals and referrals to community agencies.</p>