

Owasso Public Schools

ARP ESSER III Spending Plan

FY25

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 Owasso Public 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 Pivoting to Home for the beginning of the school year and returning Face-to-Face for continuity of all school services.

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

Expenditure	Strategy/Item for Prevention & Mitigation	ESSER Funding & Funds Used
Health Aides	Improve & maintain health/emotional care across the district	ESSER I, II, & III FY21, FY22
Health Services	Improve & maintain Physical &/or Occupational therapy	ESSER II & III FY22, FY23
Special Services	Improve & maintain special education services	ESSER II & III FY22, FY23
Cleaning, Maintenance Supplies, & Chemicals	Maintain clean and healthy environments	ESSER I, II, & III FY21, FY22, FY23
HVAC	Improve air quality and energy efficiency	ESSER II FY22, FY23
Insurance	Maintain liability, property/casualty, workers comprehension	ESSER I, II, & III FY21, FY22, FY23
Social Emotional Health	Employee assistance program	ESSER II & III FY22, FY23
Internet Connectivity	Hotspot device/service	ESSER II & III FY22, FY23
Virtual Learning	Instructional Services	ESSER II & III FY22, FY23
Instructional Staff	Maintain Teacher Salaries/Benefits	ESSER II & III FY22, FY23
Utilities	Maintain energy usage	ESSER II & III FY22, FY23
Technology	Continue/maintain 1:1 devices to prevent shared devices and possible spread of the virus	ESSER III FY22

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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 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 Addressing Learning Loss	ESSER Funding & Funds Used
Summer School Instructional Staff	Implement summer learning salaries/benefits	ESSER III FY22
Professional Development	Multi-Tier Systems of Support (MTSS) training to address student needs.	ESSER III FY23, FY24, FY25
Intervention Specialist Team	Multi-Tier Systems of Support (MTSS) providing support to students.	ESSER III FY23, FY24
Enrichment Programs	Science, Technology, Engineering, Art, Mathematics, Motor Development, &/or Career Exploration to meet students needs.	ESSER III FY24, FY25
Intervention Supplemental content curriculum, technology, & materials	Multi-Tier Systems of Support (MTSS) providing support to students.	ESSER III FY24, FY25

- Required minimum of 20% of the ARP ESSER III Allocation must address the impact of lost instructional time

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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

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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.

Our Commitment to the Continuity of Excellence

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

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 intervention as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Infuse Social Emotional Learning (SEL) throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
MVPs	Academic Needs	Social	Emotional Needs	Mental Health Needs

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		Needs		
Students of Color	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 intervention as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Infuse Social Emotional Learning (SEL) throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
English Learners	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 intervention as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Infuse Social Emotional Learning (SEL) throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
MVPs	Academic Needs	Social	Emotional Needs	Mental Health Needs

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		Needs		
Students with Disabilities	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 intervention as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Students with Disabilities.</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 school's 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 Social Emotional Learning (SEL) throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
Students Experiencing Homelessness	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 intervention as needed.</p> <p>The district will make every effort to</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</p>	<p>Infuse Social Emotional Learning (SEL) throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>

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	<p>receive school records from previous schools.</p> <p>Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>		
Children in Foster Care	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 intervention as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse Social Emotional Learning (SEL) throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
Migratory Students	<p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse Social Emotional Learning (SEL) throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through 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!

[**Click here to provide your input!**](#)

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.