

Shidler Public Schools

ESSER III Revised Plan 10/19/21

Additional Revisions 11/4/21

Through the American Rescue Plan (ESSER III), Shidler Public Schools received an allocation of \$637,580.83. The purpose of these funds is to assist the district and our students recover from damage caused by Covid-19 and to help support our district and its students mitigate potential harm by the continuing threat of Covid-19. Funds must be first spent by the district and then claimed for reimbursement from now to September 2024.

In addition to the \$637,580.83 allocated to our school district, the American Rescue Plan also enabled us to apply to the State of Oklahoma and receive 3 years of funding to add an additional full-time counselor on-site. This counselor actively teaches social and emotional lessons to students in small group and individual sessions daily. Students are learning effective coping and communication skills, conflict resolution strategies, stress management, and many other skills to help them become more self-aware and more capable of plotting positive courses for their lives.

The counselor has also strengthened our relationship with and referral process to therapeutic tribal counselors and Grand Lake Mental Health providers for students with these needs. The school provides private meeting spaces for students to be seen for therapeutic counseling by our agency partners upon request, which has been particularly helpful to our families without reliable means of transportation to appointments. Our students are receiving vastly more social and emotional support than ever before with the addition of another counselor who can focus solely on the social and emotion needs of our students, and for whom has no responsibilities for academic advisement. The counselor makes frequent home visits and serves very much in the capacity of a social worker to our students' families.

The demographic makeup of our school district is approximately one-third native American and two-thirds white. We do not have any homeless, migratory, nor English learners. Approximately 70% of our students come from low-income families.

- **\$130,000** for learning loss recovery during fiscal years (FY) 2022, 2023 and the first few months of 2024.
 - \$30,000 for staffing and other associated costs related to summer school in 2022 and 2023.
 - Our low-income and other minority groups will benefit in part from the provisions of our summer school program because it will include cultural enrichment from our tribal partners, free meals prepared by our cafeteria staff and free transportation to and from summer school. Susceptibility to summer learning loss for low-income and minority students will be mitigated by the facts that they will have continued access during the summer to broadband internet and devices, extended contact with high-quality teachers, and a rich continuous supply of educational materials. Our summer school staff will include specialists in the areas of special education to ensure our most vulnerable learners have the specialized supports, structures and resources that they need for summer learning to be meaningful and appropriate for their special learning needs. Summer school will reduce summer learning loss and continue to provide our

most disadvantaged students with proper nutrition, all while enhancing their cultural heritage and pride.

- \$100,000 to employ a learning loss recovery teacher during the 2022 and 2023 school years to tutor and reteach gaps in learning to individuals and small groups of students. Students shall be identified through benchmark testing and teacher referral.
 - While benchmark testing and teacher referral will be the primary methods of identifying students for extra help and targeted instruction, the learning-loss recovery teacher will also consult with the principals, counselors and special education teachers to ensure that no disadvantaged students are being overlooked or missed by teacher-referrals and benchmark testing. Our district is very small, and we are confident that these multi-levels of identification will properly pair the learning-loss recovery teacher with any low income or minority student in need of extra help. Research is clear that reduced class size and individualized targeted instruction are particularly effective interventions for disadvantaged and struggling learners.

\$150,000 to offset the increased cost of property insurance during FY 2022, 2023 and 2024 because of building a new junior/high school building. The new school included many safety upgrades to help mitigate spread of Covid-19; some of which include touchless drinking fountains, sinks and electric hand dryers. The new building design offers better spacing and traffic flow throughout the building to further reduce the likelihood of virus transmission. The building has 100% new HVAC systems throughout to improve air flow quality. The new building contains minimal carpet and the solid surface floors are more easily cleaned and disinfected using a commercial floor cleaning machine. The building was built and equipped with bond funds.

- Low income and minority students tend to be harmed disproportionately more than advantaged students when districts do not have the financial resources to adequately invest in what all students and teachers truly need. The promise of these relief funds gave us the confidence to invest smartly and aggressively in our facilities to reduce the likelihood of future transmissions of Covid-19. We constructed new outdoor dining and learning areas to encourage social distancing and to encourage exposure to fresh outdoor air when weather permits.
- Our district was fortunate to receive a state grant that fully funds a full-time counselor. This grant-funded-counselor is in addition to our regular school counselor. 100% of her time is devoted to working with students and families to support social and emotional health. The counselor works closely with Tribal Counselors and Grand Lake Mental Health providers to ensure families and minority students in need of additional supports are connected to counseling or other tribal services as needed. These social, emotional, and counseling services for our students and families required the district to make additional facility improvements, add meeting spaces and offices so that students could be served at school in a private setting. All these district-funded facility improvements drive up insurance costs but were done to keep our students healthy, both physically and emotionally.

- \$50,000 per year for 2022, 2023 and 2024 to Oklahoma Insurance Group to cover partial cost of annual property insurance premiums.

\$100,000 for salary and benefits during FY 2023 and 2024 to ensure that every building has a principal onsite dedicated to lead learning loss recovery and to deal with the continuing challenges presented by Covid-19.

- Having an instructional leader in every building to facilitate quality instruction and learning loss recovery is critical to the long-term success and well-being of all our students. Having a principal on-site in every building is more responsive than sharing administrators at multiple sites and is an essential staffing structure for dealing with the on-going daily challenges associated Covid-19. In addition to the typical school administrative duties, our principals have had to take on added responsibilities of contact tracing, timely communication with parents and stakeholders regarding health matters and intensifying coordination with stakeholders to support our students exhibiting social and emotional maladjustment symptoms resulting from Covid-19 effects.

- \$75,000 principal's salary and benefits for FY 2023
- \$25,000 principal's salary and benefits for FY 2024

\$100,000 to hire additional maintenance and custodial staff for FY 2022, 2023 and FY 2024 so that facilities and transportation vehicles are cleaned and disinfected more thoroughly and frequently.

- The district recognizes that low income and some minority groups are at distinct disadvantages when forced to learn at home without proper supports. When disadvantaged youth are not permitted to attend school for in-person learning due to quarantine or isolation resulting from Covid-19, they are more likely than students from more affluent families to fall behind in their learning. Reducing the potential spread of the virus by increasing the resources devoted to cleaning and disinfecting will improve our chances to have in-person learning, thus providing a more equitable learning situation for disadvantaged and minority groups.

- \$40,000 for FY 2022
- \$40,000 for FY 2023
- \$20,000 for FY 2024

\$50,000 for purchase of student devices, Chromebooks, and iPads in FY 2022 and 2023 to support remote learning, social distancing and at-home learning loss recovery.

- Since the onset of Covid-19, our school district has greatly accelerated the purchasing of devices. Our priorities have been and will continue to be to provide any additional devices as proposed here to students with the greatest need first.

These funds will do much to ensure that our low income and minority students have the highest possible learning aides that we can offer. These additional devices will bring us closer to achieving true equity in learning resources should a situation arise that causes students to have to work from home for some period of time due to Covid-19 isolation or quarantine restrictions.

- \$25,000 in FY 2022
- \$25,000 in FY 2023

\$24,000 to pay for portion of internet not covered by e-rate during FY 2022 and 2023. The district nearly doubled its bandwidth capacity at the start of the 2022 school year to accommodate an increasing number of personal student devices.

- While doubling our school's broadband capacity benefits all, it especially benefits our low income and minority groups because so many within these disadvantaged groups depend on the internet and devices provided by the school. Widespread broadband access in rural areas such as ours is simply not readily available in most low income and minority groups' homes; that is why high-speed dependable internet on personal devices at school is so necessary to bringing greater equity to our disadvantaged youth. The reality with school budgets is that while doubling our bandwidth was needed, it likely would not have happened without these relief funds to help us.

- \$12,000 in FY 2022
- \$12,000 in FY 2023

\$25,000 for PPE and for cleaning and disinfecting supplies and equipment for FY 2022, 2023 and 2024.

- The safety and well-being of all our students and staff is paramount. As a Title I District, most of our students depend on the nutritious breakfasts and lunches they receive at school. The ability to keep our facilities clean and disinfected provides the greatest opportunity for students to receive in-person learning, interact with peers, and participate in extra-curricular activities. Childhood and especially adolescence is a developmental time-period when students need to be together for healthy development. These funds enable us to purchase the necessary equipment and cleaning supplies to mitigate the spread of the virus at school.

- \$10,000 in FY 2022
- \$10,000 in FY 2023
- \$5,000 in FY 2024

\$20,000 for devices and training to support the development of teachers to become more effective with online delivery of instruction.

- Despite our best efforts to keep all students in school for in-person learning all the time, the reality is that some students are going to miss school for Covid-19 isolation and quarantine for the foreseeable future. We recognize that an investment in our teachers to help them connect remotely with students more effectively is especially important to our disadvantaged and minority students.

\$38,508.83 for outdoor playground equipment and indoor physical education equipment that promotes socially distanced exercise and activities.

- Play and exercise promote healthy social and emotional development as well as improved physical health. Covid-19 has caused us to think and act creatively about how to offer safer play and exercise opportunities to all our students. The equipment provided by these funds will benefit all of our students.