

**American Rescue Plan School Reopening Plan for Bray-Doyle Public School
Use of Funds Draft Review**
The American Rescue Plan (ARP) and Elementary and Secondary Education Relief (ESSER) require review and feedback. Please submit feedback to braydoyle.k12.ok.us

Part 1: Strategies for Addressing Learning Loss	
Staff	Prepare and Respond
ELEMENTARY AND SECONDARY AFTER SCHOOL TUTORING TEACHERS AND BENEFITS	THE DISTRICT WILL PROVIDE ELEMENTARY, MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS THE OPPORTUNITY FOR EXTENDED LEARNING AFTER SCHOOL TWO HOURS TWO DAYS WEEKLY. THIS IS IN RESPONSE TO LEARNING LOSS THAT OCCURRED DURING THE PANDEMIC.
COUNSELOR AND BENEFITS	THE DISTRICT PLANS TO ADD AN ADDITIONAL HALF DAY COUNSELOR FOR OUR ELEMENTARY AND SECONDARY SCHOOLS TO RESPOND TO THE SOCIAL, EMOTIONAL NEEDS OF THE STUDENTS.
PROGRAMS	PREPARE AND RESPOND
EDMENTUM	EDMENTUM IS AN EVIDENCE-BASED PROGRAM USED TO PROVIDE ONLINE INSTRUCTION FOR STUDENTS IN A TRADITIONAL OR VIRTUAL LEARNING OPTION, GRADE K-5. THIS PROGRAM WILL BE USED TO RESPOND TO THE LEARNING LOSS SUFFERED DUE TO COVID 19
AMPLIFY	AMPLIFY READING IS AN EVIDENCE-BASED PROGRAM USED TO PROVIDE PERSONALIZED LEARNING PROGRAM FOR GRADES K-5 TO ENGAGE STUDENTS IN POWERFUL READING INSTRUCTION AND PRACTICE. THIS PROGRAM WILL BE USED TO REPSOND TO THE LEARNING LOSS SUFFERED DUE TO COVID 19.
STARFALL	STARFALL IS AN EVIDENCE-BASED PROGRAM EMPHASING EXPLORATION, PLAY AND POSITIVE REINFORCEMENT ENCOURAGING CHILDREN TO BECOME CONFIDENT AND MOTIVATED TO LEARN. THIS WILL BE USED TO RESPOND TO THE LEARNING LOSS SUFFERED DUE TO COVID 19.
PROJECT READ	PROJECT READ IS AN EVIDENCE-BASED PROGRAM USED TO PROVIDE A MULTISENSORY LANGUAGE ARTS CURRICULUM. TWO MAIN OBJECTIVES OF THE PROGRAM AR TO USE LANGUAGE IN ALL ITS FORMS AND TO USE RESPONSIVE INSTRUCTION RATHER THAN PREPLANNED TEXTBOOK LESSONS. THIS WILL BE USED TO RESPOND TO THE LEARNING LOSS SUFFERED DUE TO COVID 19.
PART 2: PREVENTION AND MITIGATION STRATEGIES	
REASONING/JUSTIFICATION	PREVENT
HOTS SPOTS	TO PREPARE FOR POSSIBLE COVID CLOSURES DURING THE SCHOOL YEAR THE DISTRICT WILL BE PURCHASING HOT SPOTS FOR STUDENTS WHO NEED INTERNET CONNECTIVITY
DISTRICT VEHICLES	DISTRICT VEHICLES, INCLUDING A YELLOW BUS TO PROVIDE STUDENTS TRANSPORTATION TO ALLOW INTEGRAL SAFETY, MITIGATION, AND OPERATIONS. ALONG WITH A SUBURBAN TO ALLOW THE DELIVERY OF QUARANTINED STUDENT PACKETS AND MEALS.
MAINTENANCE STAFF AND BENEFITS	ADDITIONAL MAINTENANCE STAFF TO MAINTAIN AND PREPARE THE FACILITIES FOR SAFE RETURN AND ENTRY FOR THE ELEMENTARY, MIDDLE SCHOOL AND HIGH SCHOOL. THE PLAYGROUNDS DAILY MAINTENANCE SPRAYING AND ALL FACILITIES DAILY.

PART 3: OTHER ARP ESSER 111 EXPENDITURES

ADMINISTRATIVE STAFF AND BENEFITS	ADDITIONAL ADMINISTRATIVE EMPLOYEE NEEDED TO PERFORM THE INCREASING REPORTING REQUIREMENTS AND ADDED DUTIES FOR THE REQUIRED MAINTENANCE AND REPORTING.
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PART 4: ENSURING MOST VULNERABLE POPULATIONS UNIQUE NEEDS ARE ADDRESSED

MOST VULNERABLE POPULATIONS	ACADEMIC NEEDS	SOCIAL NEEDS	EMOTIONAL NEEDS	MENTAL HEALTH NEEDS
STUDENTS OF LOW SOCIOECONOMIC	PROVIDE DEVICES AND CONNECTIVITY FOR VIRTUAL	ASSESS FOOD SECURITY AND PROVIDE ADDED NUTRITION	IMPLEMENT TEACHERS WHO COMMIT TO	ADDED COUNSELOR POSITIONS

LEARNING AS NEEDED.	AS NEEDED.	INTENTIONALLY FOLLOW THE MVPS TO IDENTIFY THE AND TIMES OF POSSIBLE CRISIS	PROVIDE A SCHOOL COUNSELING PROGRAM TO MEET EMERGENT NEEDS
IMPLEMENT EVIDENCE BASED TIER 1 INSTRUCTION	ENGAGE FAMILIES IN THE SCHOOL'S PROGRAMS OF ACADEMICS AND ACTIVITIES		
PROVIDE TIER 2 SUPPORT FOR UNFINISHED LEARNING.		INTERVENTIONIST AND COUNSELOR POSITIONS WILL ALLOW MORE INTERACTION WITH STUDENTS	REFER TO PROFESSIONAL SUPPORT THROUGH AGENCIES
PROVIDE TIER 3 TUTORING AS NEEDED			

MOST VULNERABLE POPULATIONS	ACADEMIC NEEDS	SOCIAL NEEDS	EMOTIONAL NEEDS	MENTAL HEALTH NEEDS
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STUDENTS EXPERIENCING HOMELESSNESS	INTERVENTIONIST IMPLEMENT EVIDENCE BASED TIER 1 INSTRUCTION PROVIDE TIER 2 SUPPORT FOR UNFINISHED LEARNING PROVIDE TIER3 TUTORING COUNSELOR FULL OR PARTIAL CREDIT WILL BE AWARDED TO STUDENTS FOR COURSEWORK COMPLETED BEFORE ENROLLMENT. ONLINE COURSEWORK WILL BE USED TO RECOVER CREDITS	ASSESS SCHOOL'S CLUBS AND ACTIVITIES TO OPEN NEW OPPORTUNITIES FOR EXPANDED OPPORTUNITIES MVP'S ASSESS BARRIERS TO PARTICIPATION IN CLUBS, ACTIVITIES AND ORGANIZATIONS OUTLINE PLANS TO REMOVE BARRIERS FOR INCLUSION OF HOMELESS STUDENTS IN THE SCHOOL'S CULTURE ENGAGE FAMILIES AND SIGNIFICANT ADULTS IN THE SCHOOL'S PROGRAMS OF ACADEMICS AND ACTIVITIES	ADDED COUNSELOR IMPLEMENT TEACHERS WHO COMMIT TO INTENTIONALLY FOLLOW THE MVP'S TO IDENTIFY NEEDS AND TIMES OF POSSIBLE CRISIS	ADDED COUNSELOR PROVIDE A SCHOOL COUNSELING PROGRAM TO MEET EMERGENT NEEDS REFER TO PROFESSIONAL SUPPORT THROUGH AGENCIES
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MOST VULNERABLE POPULATIONS	ACADEMIC NEEDS	SOCIAL NEEDS	EMOTIONAL NEEDS	MENTAL HEALTH NEEDS
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STUDENTS WITH DISABILITIES	INTERVENTIONIST IMPLEMENT EVIDENCE BASED TIER 1 INSTRUCTION PROVIDE TIER 2 SUPPORT FOR UNFINISHED LEARNING PROVIDE TIER 3 TUTORING PROVIDE ADAPTIVE TECHNOLOGY	ASSESS SCHOOL'S CLUBS AND ACTIVITIES TO OPEN NEW OPPORTUNITIES FOR EXPANDED OPPORTUNITIES TO MVP'S ASSESS BARRIERS TO PARTICIPATION IN CLUBS, ACTIVITIES AND ORGANIZATIONS OUTLINE PLANS TO REMOVE BARRIERS FOR INCLUSION OF STUDENTS WITH DISABILITIES IN THE SCHOOL'S CULTURE INTENTIONALLY SEEK WAYS FOR SWD'S TO BE AWARDED FOR ACCOMPLISHMENTS.	ADDED COUNSELOR IMPLEMENT TEACHERS WHO COMMIT TO INTENTIONALLY FOLLOW THE MVP'S TO IDENTIFY NEEDS AND TIMES OF POSSIBLE CRISIS	ADDED COUNSELOR PROVIDE A SCHOOL COUNSELING PROGRAM TO MEET EMERGENT NEEDS REFER TO PROFESSIONAL SUPPORT THROUGH AGENCIES
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MOST VULNERABLE POPULATIONS	ACADEMIC NEEDS	SOCIAL NEEDS	EMOTIONAL NEEDS	MENTAL HEALTH NEEDS
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CHILDREN IN FOSTER CARE	INTERVENTIONIST IMPLEMENT EVIDENCE BASED	ASSESS FOOD SECURITY AND PROVIDE ADDED	ADDED COUNSELOR IMPLEMENT TEACHERS WHO	ADDED COUNSELOR PROVIDE A SCHOOL
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	TIER 1 INSTRUCTION PROVIDE TIER 2 SUPPORT FOR UNFINISHED LEARNING PROVIDE TIER 3 TUTORING	NUTRITION AS NEEDED ASSESS SCHOOL CLUBS AND ACTIVITIES TO OPEN NEW OPPORTUNITIES FOR EXPANDED OPPORTUNITIES TO MVP'S	COMMIT TO INTENTIONALLY FOLLOW THE MVP'S TO IDENTIFY NEEDS AND TIMES OF POSSIBLE CRISIS	COUNSELING PROGRAM TO MEET EMERGENT NEEDS REFER TO PROFESSIONAL SUPPORT THROUGH AGENCIES
MIGRATORY STUDENTS	IDENTIFY ANY MIGRATORY STUDENTS AT THE POINT OF ENROLLMENT ASSESS FOR LEARNING TARGETS IMPLEMENT TIER 1, 2 AND 3 INSTRUCTION AS NEEDED	ASSESS FOOD SECURITY AND PROVIDE ADDED NUTRITION AS NEEDED ASSESS SCHOOL CLUBS AND ACTIVITIES TO OPEN NEW OPPORTUNITIES FOR EXPANDED OPPORTUNITIES TO MVP'S		

MOST VULNERABLE POPULATIONS	ACADEMIC NEEDS	SOCIAL NEEDS	EMOTIONAL NEEDS	MENTAL HEALTH NEEDS
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STUDENTS OF COLOR	INTERVENTIONIST IMPLEMENT EVIDENCE BASED TIER 1 INSTRUCTION PROVIDE TIER 2 SUPPORT FOR UNFINISHED LEARNING PROVIDE TIER 3 TUTORING	ASSESS SCHOOL'S CLUBS AND ACTIVITIES TO OPEN NEW OPPORTUNITIES FOR EXPANDED OPPORTUNITIES MVP'S ENGAGE FAMILIES AND SIGNIFICANT ADULTS IN THE SCHOOL'S PROGRAMS OF ACADEMICS AND ACTIVITIES ESTABLISH OPPORTUNITIES FOR THE DIVERSITY OF CULTURES TO BE HIGHLIGHTED, CELEBRATED AND RESPECTED	IMPLEMENT TEACHERS WHO COMMIT TO INTENTIONALLY FOLLOW THE MVPS TO IDENTIFY THE AND TIMES OF POSSIBLE CRISIS	ADDED COUNSELOR PROVIDE A SCHOOL COUNSELING PROGRAM TO MEET EMERGENT NEEDS REFER TO PROFESSIONAL SUPPORT THROUGH AGENCIES
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MOST VULNERABLE POPULATIONS	ACADEMIC NEEDS	SOCIAL NEEDS	EMOTIONAL NEEDS	MENTAL HEALTH NEEDS
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ENGLISH LEARNERS	INTERVENTIONIST IMPLEMENT EVIDENCE BASED TIER 1 INSTRUCTION PROVIDE TIER 2 SUPPORT FOR UNFINISHED LEARNING PROVIDE TIER 3 TUTORING	ASSESS SCHOOL'S CLUBS AND ACTIVITIES TO OPEN NEW OPPORTUNITIES FOR EXPANDED OPPORTUNITIES MVP'S ENGAGE FAMILIES AND SIGNIFICANT ADULTS IN THE SCHOOL'S PROGRAMS OF ACADEMICS AND ACTIVITIES ESTABLISH OPPORTUNITIES FOR THE DIVERSITY OF CULTURES TO BE HIGHLIGHTED, CELEBRATED AND RESPECTED	IMPLEMENT TEACHERS WHO COMMIT TO INTENTIONALLY FOLLOW THE MVPS TO IDENTIFY THE AND TIMES OF POSSIBLE CRISIS	ADDED COUNSELOR PROVIDE A SCHOOL COUNSELING PROGRAM TO MEET EMERGENT NEEDS REFER TO PROFESSIONAL SUPPORT THROUGH AGENCIES
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