

Chandler Public Schools

ARP ESSER III Spending Plan

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 Chandler 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 occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

In consultation with stakeholders the following strategies/items have been identified as needs for Chandler 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
Chromebooks/Ipads	Complete the 1:1 count of student devices to prevent shared devices and possible spread of the virus
Elementary Cubbies/Lockers	Prevent the possible spread of the virus with allowing students to spread out supplies and coats
Repair/Replace HVAC	Improve air quality and energy efficiency
Cleaning Supplies	Prevent the possible spread of the virus
	Prevent the possible spread of the virus
Convert Drinking Fountains to Water Bottle Stations	Prevent the possible spread of the virus by converting all drinking fountains to Water Bottle Stations
Sound System	To allow teachers and students to have outdoor classrooms for better air quality and lessen the spread of COVID

Portable Chairs	Light portable chairs for students to use in an outdoor setting for better air quality and lessen the spread of COVID
Security Cameras	To assist with the contact tracing COVID-19 cases
Phone/Intercom System	For better contact tracing and notification due to COVID-19
School Resource Officer	To track student attendance and to work with families to ensure student attendance for in-person learning and virtual students to improve student engagement in distance learning due to COVID pandemic and variants

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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 afterschool programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area. 20% of the ESSER III Allocation = \$276,210.48 Required to Address Learning Loss*

Expenditure	Strategy/Item for Addressing Learning Loss
Junior High Counselor (Matching salary with the Counselor Corp Grant)	Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health Needs of Students at All Levels
Social Worker for K-12 (Matching salary with the Counselor Corp Grant)	To fully support students and families Social/Emotional/Mental Health Needs and Outside Resources at all levels
Habitudes and Hope Rising: Character Development, Leadership, & Social-Emotional Learning Curriculum	Curriculum for teachers and counselors to implement in the classrooms to fully support Social/Emotional/Mental Health Needs of Students at all levels
Summer School Teachers	To support all students in learning loss at all levels
Summer School Instructional Materials	Curriculum to supplement core academic areas related to learning loss
Assessments to Track Student Progress and Identify Learning Gaps	Formative assessments to track student progress in the core areas with measurement of student growth
Update Curriculum	Curriculum that targets areas of learning gaps in the core academic areas

After School Program	Targeted, individualized program to focus on learning gaps
Hot Spots	Internet connections for students attending school virtual due to the COVID pandemic

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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
Utilities	Necessary to maintain the administration the schools

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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, 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	Provide devices and connectivity for virtual learning as needed. Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.	Assess food security and provide added nutrition as needed through donations and our Weekend Backpack program. Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs. Engage families in the school's programs of academics and activities.	Infuse the Hope Rising and Habitudes Curriculum throughout the school programs. Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis. Counselor & Social Worker positions will allow for more 1:1 interaction with students	Added Counselor Position & Social Worker Position Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Sac and Fox Nation and the Iowa Nation.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
All Students	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring 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 the Hope Rising and Habitudes Curriculum 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>Added Counselor Position & Social Worker Position</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Sac and Fox Nation and the Iowa Nation.</p>
English Learners	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Summer and After-School programs designed for ELs</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 the Hope Rising and Habitudes Curriculum 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>Added Counselor Position & Social Worker Position</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Sac and Fox Nation and the Iowa Nation.</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students with Disabilities	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</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 the Hope Rising and Habitudes Curriculum 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>Added Counselor Position & Social Worker Position</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Sac and Fox Nation and the Iowa Nation.</p>
Students Experiencing Homelessness	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school</p>	<p>Assess food security and provide added nutrition as needed through donations and our Weekend Backpack program.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the Hope Rising and Habitudes Curriculum 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>Added Counselor Position & Social Worker Position</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Sac and Fox</p>

	<p>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>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of 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>		<p>Nation and the Iowa Nation.</p>
Children in Foster Care	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations and our Weekend Backpack program.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the Hope Rising and Habitudes Curriculum 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>Added Counselor Position & Social Worker Position</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Sac and Fox Nation and the Iowa Nation.</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 the Hope Rising and Habitudes Curriculum 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>Added Counselor Position & Social Worker Position</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Sac and Fox Nation and the Iowa Nation.</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. Please, give your input to your site administrator.

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