



# JENKS PUBLIC SCHOOLS

## ARP ESSER III PLAN

### PART 1: PREVENTION AND MITIGATION STRATEGIES

How funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, to continuously and safely open and operate schools for in-person learning.

EXPENDITURE	PREVENT, PREPARE, OR RESPOND
Sanitation Supplies and Personal Protection Equipment to <i>prevent</i> the spread of COVID-19	Prevent
Security Camera Improvements for contact tracing to help <i>prevent</i> the spread of COVID-19	Prevent
District-wide Radio System Improvements to improve the ability to communicate, <i>prevent, prepare, and respond</i> to COVID-19	Prevent, Prepare, Respond
HVAC System Improvements to improve air quality to <i>prevent</i> the spread of COVID-19	Prevent
Playground Equipment to help improve social distancing and <i>prevent</i> the spread of COVID-19 when students play outside	Prevent
Audio/Visual Improvements to improve the ability to social distance and communicate to <i>prevent</i> the spread of COVID-19	Prevent

Additional Route Buses to improve the ability to social distance to <i>prevent</i> the spread of COVID-19	Prevent
Technology Equipment to improve the ability to deliver instruction to <i>prepare</i> and <i>respond</i> to COVID-19 pandemic	Prepare, Respond

## **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 instruction time through the implementation of evidenced-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.

<b>EXPENDITURE</b>	<b>PREVENT, PREPARE, OR RESPOND</b>
Implement Summer Programming for At-Risk Students to address learning loss created by COVID-19 pandemic, specifically focusing on phonics, phonemic awareness, fluency, comprehension, and vocabulary.	Prepare, Respond
Hire 1.0 Special Education Teaching and Learning Specialist to model specific differentiation strategies with special education teachers to scaffold and support the needs of students created by COVID-19 pandemic.	Respond
Expand free credit recovery courses at Jenks High School to address learning loss created by COVID-19 pandemic	Respond

<p>Expand collections of new sets of Leveled Readers for Elementary and Intermediate site book rooms and add classroom library resources for Secondary English Language Arts teachers to address student needs created by COVID-19 pandemic</p>	<p>Prepare, Respond</p>
<p>Contract with Exact Path learning program to identify academic gaps and provide targeted instruction based on adaptive diagnostic assessments to address student needs created by COVID-19 pandemic</p>	<p>Prepare, Respond</p>
<p>Contract with Edgenuity online instructional program to provide students in grades 7-12 online virtual learning options to help respond to student needs due to COVID-19 pandemic. Edgenuity provides professional development for online instruction for teachers.</p>	<p>Prepare, Respond</p>
<p>Contract with Calvert Learning online instructional program for providing students in grades K-6 virtual learning options to help respond to student needs due to COVID-19 pandemic. Calvert provides professional development for online instruction for teachers.</p>	<p>Prepare, Respond</p>
<p>Train staff in Responsive Classroom Model focusing on academic, social, and emotional needs of students due to COVID-19 pandemic.</p>	<p>Prepare, Respond</p>

<p>Hire 2.0 Intervention Instructional Assistants for Math and Literacy to address student learning loss created by COVID-19 pandemic. Interventionists will work with students in small groups and/or one to one to address specific needs in reading and/or math.</p>	<p>Respond</p>
<p>Hire 3.0 Secondary Intervention Instructional Assistants for Reading to address student learning loss created by COVID-19 pandemic. Interventionists will work with students in small groups and/or one to one to address specific needs in reading.</p>	<p>Respond</p>
<p>Add 4.0 LPC Counseling positions to address student social and emotional needs created by the COVID-19 pandemic.</p>	<p>Respond</p>
<p>Add .5 Parent Liaison position for Zomi/Burmese to address translation needs in helping students and families with academic issues created by the COVID-19 pandemic</p>	<p>Respond</p>

**PART 3: OTHER ARP ESSER III EXPENDITURES**

How the remaining ARP ESSER III funds will be spent.

<b>EXPENDITURE</b>	<b>PREVENT, PREPARE, OR RESPOND</b>
One-Time Retention Stipend for employees for enduring the impact of COVID-19 pandemic	Respond
Hire 1.0 Virtual Teacher for Trojan Connect to <i>respond</i> to the needs of students choosing not to attend in-person school due to COVID-19 pandemic	Respond
Hire 1.0 Virtual Instructional Assistant to respond to the needs of students choosing not to attend in-person school due to the COVID-19 pandemic	Respond

**PART 4: ENSURING MOST VULNERABLE POPULATIONS UNIQUE NEEDS ARE ADDRESSED**

How Jenks Public Schools will ensure the interventions implemented will respond to the academic, social, emotional, and mental health needs of students, including students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory children.

<b>MOST VULNERABLE</b>	<b>All Students - including minority groups</b>
<b>ACADEMIC NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide high-quality, valid, and reliable assessments and pre-COVID assessment data to assess learning loss.</li> <li>● Address learning loss using evidence-based curriculum and supplemental materials and supports.</li> <li>● Provide evidence- based Summer Learning programming.</li> <li>● Provide no cost</li> <li>● credit recovery courses at JHS.</li> <li>● Purchase sets of leveled readers for elementary/intermediate sites to support student leveled instruction.</li> </ul>

	<ul style="list-style-type: none"> <li>● Purchase classroom library resources for secondary ELA teachers to support student leveled instruction.</li> <li>● Renew subscriptions to “Exact Path” web based supplemental, leveled ELA &amp; math instruction for students.</li> <li>● Evidence- based professional development for staff for student instruction with intervention and differentiation strategies.</li> <li>● Addition of an intermediate grades (5 &amp;6) Interventionist for ELA and math support for students and staff.</li> <li>● Addition of secondary grades (7-12) ELA intervention instructional assistants for student support.</li> </ul>
<b>SOCIAL NEEDS</b>	<ul style="list-style-type: none"> <li>● Develop a plan to remove barriers to participation in school activities.</li> <li>● Engage families in the school’s programs of academics and activities.</li> <li>● Evidence- based professional development for the Responsive Classroom model.</li> <li>● Provide Tier III for students who do not make progress at Tier II. This may include individual or group counseling by a licensed provider.</li> </ul>
<b>EMOTIONAL NEEDS</b>	<ul style="list-style-type: none"> <li>● Implement evidence-based Tier I SEL curriculum at the elementary level for all students.</li> <li>● Provide a universal screener for all district students K-12.</li> <li>● Provide Tier II supports for needs indicated by the universal screener.</li> <li>● Provide Tier III for students who do not make progress at Tier II. This may include individual or group counseling by a licensed provider.</li> </ul>
<b>MENTAL HEALTH NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide resources for students regardless of insurance or ability to pay.</li> <li>● Provide school counseling support to meet immediate needs.</li> <li>● Provide access to students to embedded community mental health professionals contracted by the district.</li> <li>● Provide families with mental health resources for addressing the mental health needs of their child.</li> </ul>

<b>MOST VULNERABLE</b>	<b>Students from low socioeconomics</b>
<b>ACADEMIC NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide high-quality, valid, and reliable assessments and pre-COVID assessment data to assess learning loss.</li> <li>● Address learning loss using evidence-based curriculum and supplemental materials and supports.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide evidence-based Summer Learning programming.</li> <li>● Provide no cost credit recovery courses at JHS.</li> <li>● Purchase sets of leveled readers for elementary/intermediate sites to support student leveled instruction.</li> <li>● Purchase classroom library resources for secondary ELA teachers to support student leveled instruction.</li> <li>● Renew subscriptions to “Exact Path” web based supplemental, leveled ELA &amp; math instruction for students.</li> <li>● Evidence- based professional development for staff for student instruction with intervention and differentiation strategies.</li> <li>● Addition of an intermediate grades (5 &amp;6) Interventionist for ELA and math support for students and staff.</li> <li>● Addition of secondary grades (7-12) ELA intervention instructional assistants for student support</li> </ul>
<p><b>SOCIAL NEEDS</b></p>	<ul style="list-style-type: none"> <li>● Develop a plan to remove barriers to participation in school activities.</li> <li>● Engage families in the school’s programs of academics and activities.</li> <li>● Evidence- based professional development for the Responsive Classroom model.</li> </ul>
<p><b>EMOTIONAL NEEDS</b></p>	<ul style="list-style-type: none"> <li>● Implement evidence-based Tier I SEL curriculum at the elementary level for all students.</li> <li>● Provide a universal screener for all district students K-12.</li> <li>● Provide Tier II supports for needs indicated by the universal screener.</li> <li>● Provide Tier III for students who do not make progress at Tier II. This may include individual or group counseling by a licensed provider.</li> </ul>
<p><b>MENTAL HEALTH NEEDS</b></p>	<ul style="list-style-type: none"> <li>● Provide resources for students regardless of insurance or ability to pay.</li> <li>● Provide school counseling support to meet immediate needs.</li> <li>● Provide access to students to embedded community mental health professionals contracted by the district.</li> <li>● Provide families with mental health resources for addressing the mental health needs of their child.</li> </ul>

<b>MOST VULNERABLE</b>	<b>English Learners</b>
<b>ACADEMIC NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide high-quality, valid, and reliable assessments and pre-COVID assessment data to assess learning loss.</li> <li>● Address learning loss using evidence-based curriculum and supplemental materials and supports.</li> <li>● Provide evidence-based Summer Learning programming.</li> <li>● Provide no cost credit recovery courses at JHS.</li> <li>● Purchase sets of leveled readers for elementary/intermediate sites to support student leveled instruction.</li> <li>● Purchase classroom library resources for secondary ELA teachers to support student leveled instruction.</li> <li>● Renew subscriptions to “Exact Path” web based supplemental, leveled ELA &amp; math instruction for students.</li> <li>● Evidence- based professional development for staff for student instruction with intervention and differentiation strategies.</li> <li>● Addition of an intermediate grades (5 &amp;6) Interventionist for ELA and math support for students and staff.</li> <li>● Addition of secondary grades (7-12) ELA intervention instructional assistants for student support.</li> </ul>
<b>SOCIAL NEEDS</b>	<ul style="list-style-type: none"> <li>● Add a .5 Zomi/Burmese Liaison to address school to home communication needs.</li> <li>● Develop a plan to remove barriers to participation in school activities.</li> <li>● Engage families in the school’s programs of academics and activities.</li> <li>● Evidence- based professional development for the Responsive Classroom model.</li> </ul>
<b>EMOTIONAL NEEDS</b>	<ul style="list-style-type: none"> <li>● Implement evidence-based Tier I SEL curriculum at the elementary level for all students.</li> <li>● Provide a universal screener for all district students K-12.</li> <li>● Provide Tier II supports for needs indicated by the universal screener.</li> <li>● Provide Tier III for students</li> </ul>
<b>MENTAL HEALTH NEEDS</b>	<ul style="list-style-type: none"> <li>● Implement evidence-based Tier I SEL curriculum at the elementary level for all students.</li> <li>● Provide a universal screener for all district students K-12.</li> <li>● Provide Tier II supports for needs indicated by the universal screener.</li> <li>● Provide Tier III for students who do not make progress at Tier II. This may include individual or group counseling by a licensed provider.</li> </ul>



<b>MOST VULNERABLE</b>	<b>Students with Disabilities</b>
<b>ACADEMIC NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide high-quality, valid, and reliable assessments and pre-COVID assessment data to assess the loss.</li> <li>● Address learning loss using evidence-based curriculum and supplemental materials and supports.</li> <li>● Review student IEPs to modify services to address the COVID related learning deficits.</li> <li>● Provide specially designed instruction consistent with IEP goals.</li> <li>● Provide extended school year instruction (ESY) consistent with IEP goals.</li> <li>● Provide additional instructional time through recovery services as specified in IEP goals</li> <li>● Provide face-to-face instruction learning for high needs students during distance learning.</li> <li>● Provide assistive technology to enable students to access distance learning.</li> </ul>
<b>SOCIAL NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide access to schools' clubs and activities through peer support.</li> <li>● Assess barriers to participation in clubs, activities, and organizations.</li> <li>● Develop a plan to remove barriers to participation in school activities for students with disabilities.</li> <li>● Engage families in the school's programs of academics and activities.</li> <li>● Celebrate Special Olympics through recognition at school sites, Board meetings, through send-offs and other celebrations.</li> </ul>
<b>EMOTIONAL NEEDS</b>	<ul style="list-style-type: none"> <li>● Implement evidence-based Tier I SEL curriculum at the elementary level for all students.</li> <li>● Provide a universal screener for all district students K-12.</li> <li>● Provide Tier II supports for needs indicated by the universal screener.</li> <li>● Provide Tier III for students who do not make progress at Tier II. This may include individual or group counseling by a licensed provider.</li> <li>● Address emotional needs through the IEP process as determined by the IEP team.</li> </ul>
<b>MENTAL HEALTH NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide school counseling support to meet immediate needs.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide access to student to embedded community mental health professionals contracted by the district.</li> <li>● Provide therapeutic counseling as indicated by the student’s IEP by a district employed LPC.</li> <li>● Provide families with mental health resources for addressing the mental health needs of their child.</li> </ul>
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<b>MOST VULNERABLE</b>	<b>Students experiencing homelessness</b>
<b>ACADEMIC NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide high-quality, valid, and reliable assessments and pre-COVID assessment data to assess learning loss.</li> <li>● Address learning loss using evidence-based curriculum and supplemental materials and supports.</li> <li>● Provide evidence-based Summer Learning programming.</li> <li>● Provide no cost credit recovery courses at JHS.</li> <li>● Purchase sets of leveled readers for elementary/intermediate sites to support student leveled instruction.</li> <li>● Purchase classroom library resources for secondary ELA teachers to support student leveled instruction.</li> <li>● Renew subscriptions to “Exact Path” web based supplemental, leveled ELA &amp; math instruction for students.</li> <li>● Evidence- based professional development for staff for student instruction with intervention and differentiation strategies.</li> <li>● Addition of an intermediate grades (5 &amp;6) Interventionist for ELA and math support for students and staff.</li> <li>● Addition of secondary grades (7-12) ELA intervention instructional assistants for student support</li> </ul>
<b>SOCIAL NEEDS</b>	<ul style="list-style-type: none"> <li>● Develop a plan to remove barriers to participation in school activities.</li> <li>● Engage families in the school’s programs of academics and activities.</li> <li>● Evidence- based professional development for the Responsive Classroom model.</li> </ul>
<b>EMOTIONAL NEEDS</b>	<ul style="list-style-type: none"> <li>● Implement evidence-based Tier I SEL curriculum at the elementary level for all students.</li> <li>● Provide a universal screener for all district students K-12.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide Tier II supports for needs indicated by the universal screener.</li> <li>● Provide Tier III for students who do not make progress at Tier II. This may include individual or group counseling by a licensed provider.</li> </ul>
<b>MENTAL HEALTH NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide resources for students regardless of insurance or ability to pay.</li> <li>● Provide school counseling support to meet immediate needs.</li> <li>● Provide access to students to embedded community mental health professionals contracted by the district.</li> <li>● Provide families with mental health resources for addressing the mental health needs of their child.</li> </ul>

<b>MOST VULNERABLE</b>	<b>Children in Foster Care</b>
<b>ACADEMIC NEEDS</b>	<ul style="list-style-type: none"> <li>● Provide high-quality, valid, and reliable assessments and pre-COVID assessment data to assess learning loss.</li> <li>● Address learning loss using evidence-based curriculum and supplemental materials and supports.</li> <li>● Provide evidence-based Summer Learning programming.</li> <li>● Provide no cost credit recovery courses at JHS.</li> <li>● Purchase sets of leveled readers for elementary/intermediate sites to support student leveled instruction.</li> <li>● Purchase classroom library resources for secondary ELA teachers to support student leveled instruction.</li> <li>● Renew subscriptions to “Exact Path” web based supplemental, leveled ELA &amp; math instruction for students.</li> <li>● Evidence-based professional development for staff for student instruction with intervention and differentiation strategies.</li> <li>● Addition of an intermediate grades (5 &amp;6) Interventionist for ELA and math support for students and staff.</li> <li>● Addition of secondary grades (7-12) ELA intervention instructional assistants for student support.</li> </ul>
<b>SOCIAL NEEDS</b>	<ul style="list-style-type: none"> <li>● Develop a plan to remove barriers to participation in school activities.</li> <li>● Engage families in the school’s programs of academics and activities.</li> <li>● Evidence- based professional development for the Responsive Classroom model.</li> </ul>

<p><b>EMOTIONAL NEEDS</b></p>	<ul style="list-style-type: none"> <li>● Implement evidence-based Tier I SEL curriculum at the elementary level for all students.</li> <li>● Provide a universal screener for all district students K-12.</li> <li>● Provide Tier II supports for needs indicated by the universal screener.</li> <li>● Provide Tier III for students who do not make progress at Tier II. This may include individual or group counseling by a licensed provider.</li> </ul>
<p><b>MENTAL HEALTH NEEDS</b></p>	<ul style="list-style-type: none"> <li>● Provide resources for students regardless of insurance or ability to pay.</li> <li>● Provide school counseling support to meet immediate needs.</li> <li>● Provide access to students to embedded community mental health professionals contracted by the district.</li> <li>● Provide families with mental health resources for addressing the mental health needs of their child.</li> </ul>

