



# Oklahoma City Public Schools

## Recovery and Planned Use of ESSER Funds

### Introduction

At the start of the 2020-21 school year, OKCPS pivoted to a remote learning model, accelerating a multi-year 1:1 technology plan in a matter of weeks and jump started our fully e3 virtual platform a full year ahead of its planned start date. We worked to ensure every student had a device and access to wifi connectivity so that all our students could connect with their teachers and engage in meaningful remote learning. While we went through several “starts and stops” as the pandemic raged on, we found success in a number of areas including providing personal protective equipment (PPE) to all students and staff, keeping high school students engaged through extra-curricular activities, focusing on prioritizing the socio-emotional health of all our families, hosting a number of vaccination clinics at our sites for our staff and their families, as well as offering a fully virtual learning option for students who needed it even after resuming in-person classes for the majority of our students.

Over a year after having to start remotely, OKCPS has committed to a successful transition back to in-person learning for 5 days a week with the goal of taking any necessary steps to keep our students on campus learning in-person from their teachers. While the past year has provided challenges, we remain focused on pursuing personalized and equitable learning models that provide access to the tools and resources needed for all methods of learning.

To help school districts around the country meet and overcome the challenges brought on by the pandemic, the federal government allocated money to schools through the Elementary and Secondary School Emergency Relief (ESSER) Fund. These ESSER funds will be critical to getting our teachers and students back on track and ready for the upcoming school year and whatever lies ahead. The overarching purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impact of COVID-19 on the nation’s students by addressing mitigation and prevention strategies as well as students’ academic, social, emotional, and mental health needs.

OKCPS has been allocated approximately \$164 million from ESSER III funds. Part of our responsibility for receiving these funds is to develop a plan that outlines how the funds will be used to implement prevention and mitigation strategies, how the funds will be used to address the academic impact of lost instructional time, how the funds will be used to respond to the academic, social, emotional and mental health needs of our students, and how the district will use the remaining funds. Based on these responsibilities and the guidance provided by the U.S. Department of Education and the Oklahoma State Department of Education, the district established the following five (5) focus areas for the use of our ESSER funds. Our overall purpose for this plan is to prevent, prepare for, and respond to all aspects of the COVID-19 pandemic in order to best support our District to its fullest potential.

\*Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations. (American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund, 2021, p. 21201)

## OKCPS Priority Focus Areas for Use of our ARP-ESSER Funds

- Prioritizing Health and Student Well-Being
- Addressing Unfinished Learning and Student Success
- Ensuring Equity for All
- Engaging Families and Communities
- Supporting Teacher/ Leader Stability and Staff Well-being

Based on these five focus areas and the feedback that we have received from stakeholders thus far, we have developed a comprehensive plan committed to ensuring every student in OKCPS is prepared for success. This plan, including guidance from the [ED COVID-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs](#), describes how the awarded funds will, and can, be used. OKCPS understands the importance of our community's input and feedback during the planning and implementation of services; therefore, OKCPS will continue to frequently engage the community while ensuring that OKCPS meets the needs of its students, families, staff, and stakeholders. Questions about ARP-ESSER funds and the guidance OKCPS has received from the Oklahoma State Department of Education may likely be answered here: [Frequently Asked Questions](#). Questions about OKCPS implementation of this plan should be directed to Oklahoma City Public Schools Deputy Superintendent's Office at 405-587-0015 or by email at [ESSERPlan@okcps.org](mailto:ESSERPlan@okcps.org).

## Stakeholder Feedback

Stakeholder feedback is vital. In addition to soliciting feedback and input from families, staff and students through our ARP-ESSER survey, OKCPS also held a number of feedback sessions during July and August of 2021 as the District continues in its mission to "ignite a passion for learning in every child, invite families to engage, and inspire respectful and trusting relationships with its diverse community." It is important to know that the District will continue to engage stakeholders and solicit input regarding ESSER over the next several months and years. OKCPS is committed to providing quarterly updates to the plan. While our plan is evolving, stakeholders can look for updates in October 2021, January 2022, and April 2022. Following the 2021-22 school year, numerous components of the plan will be evaluated and reassessed for effectiveness and desired outcomes. Students, staff and stakeholders can expect an annual update to our OKCPS Recovery Plan by August 1, 2022.

## Implementation of Strategies, Projects and Investments

In order to take advantage of the summer months and provide time to order materials, software and devices for the 2021-22 school year, planning for numerous projects began in the spring of 2021 with implementation of our Summer Enrichment program for students, the purchase of some instructional material, and summer professional learning for our classroom teachers. Other projects and investments have been recommended by various stakeholders and approved for implementation during the 2021-22 school year or beyond. The projects, strategies and investments listed in OKCPS Recovery Plan below are in various phases of planning and implementation. Again, questions about the plan itself, stakeholder feedback or implementation schedules should be directed to the Deputy Superintendent's Office at 405-587-0015 or by email at [ESSERPlan@okcps.org](mailto:ESSERPlan@okcps.org).

## OKCPS Priority Focus Areas for Use of our ARP-ESSER Funds and ESSER III Required Parts Correlation

[\(DEPARTMENT OF EDUCATION: American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund - Federal Register\)](#)

OKCPS Priority Focus Area	ARP-ESSER III Funds Requirements
<b>Prioritizing Health and Student Well-Being</b>	<p><b>Part 1:</b> Strategies for Prevention and Mitigation of COVID</p> <p><b>Part 2:</b> Strategies for Addressing Learning Loss</p> <p><b>Part 3:</b> Other ARP ESSER III Expenditures (OKCPS will conduct ongoing needs assessments for this Priority Focus)</p> <p><b>Part 4:</b> Ensuring Most Vulnerable Populations Unique Needs Are Addressed</p>
<b>Addressing Unfinished Learning and Student Success</b>	<p><b>Part 2:</b> Strategies for Addressing Learning Loss</p> <p><b>Part 3:</b> Other ARP ESSER III Expenditures (OKCPS will conduct ongoing needs assessments for this Priority Focus)</p> <p><b>Part 4:</b> Ensuring Most Vulnerable Populations Unique Needs Are Addressed</p>
<b>Ensuring Equity for All</b>	<p><b>Part 2:</b> Strategies for Addressing Learning Loss</p> <p><b>Part 3:</b> Other ARP ESSER III Expenditures (OKCPS will conduct ongoing needs assessments for this Priority Focus)</p> <p><b>Part 4:</b> Ensuring Most Vulnerable Populations Unique Needs Are Addressed</p>
<b>Engaging Families and Communities</b>	<p><b>Part 2:</b> Strategies for Addressing Learning Loss</p> <p><b>Part 3:</b> Other ARP ESSER III Expenditures (OKCPS will conduct ongoing needs assessments for this Priority Focus)</p> <p><b>Part 4:</b> Ensuring Most Vulnerable Populations Unique Needs Are Addressed</p>
<b>Supporting Teacher/ Leader Stability and Staff Well-being</b>	<p><b>Part 1:</b> Strategies for Prevention and Mitigation of COVID</p> <p><b>Part 2:</b> Strategies for Addressing Learning Loss</p> <p><b>Part 3:</b> Other ARP ESSER III Expenditures (OKCPS will conduct ongoing needs assessments for this Priority Focus)</p> <p><b>Part 4:</b> Ensuring Most Vulnerable Populations Unique Needs Are Addressed</p>

## Addressing Unfinished Learning and Student Success

Oklahoma City Public Schools (OKCPS) is a multi-cultural district serving approximately 35,000 students. Our students are educated throughout 33 elementary schools, 13 middle schools, 8 high schools, 4 alternative schools and 6 charter schools located within 135.5 square miles in the center of Oklahoma.

We employ nearly 5,000 administrators, teachers, and support personnel who serve a student population which is comprised of 0.5% Pacific Islander, 2% Asian, 2% Native American, 7% Multi\_Racial, 13% Caucasian, 20% African American, 56% Hispanic individuals. Additionally, 16,500 of our students are bilingual and 13,000 are English Language Learners. Our students and their families represent many different languages; top two being English with 59% and Spanish with 39%. OKCPS offers special education programs across the district to serve the 16% of our population with disabilities or special needs.

OKCPS is a CEP district which means every student eats free breakfast and lunch every day. We serve approximately 35,000 meals daily (including breakfast and lunch), along with snacks at several school sites. OKCPS also provides transportation to an average of 12,000 students daily to and from school.

Along with the health of our students, the academic impact of the pandemic is of primary importance. As such, OKCPS, along with every other district receiving ESSER III funds, is mandated to use a minimum of 20% of the available funds 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. OKCPS addresses these needs directly in the Focus Area of "Addressing Unfinished Learning and Student Success." It is important to note that the instructional impact of the pandemic ALSO extends to the social emotional needs of our students (which is directly addressed in our first Focus Area).

Below are the strategies, projects and investments that have been planned for this Focus Area:

	Priority	Strategy, Program or Investment
Unfinished Learning and Student Success	Additional academic interventions during the school day	<ul style="list-style-type: none"> <li>● <b>Special Education</b> <ul style="list-style-type: none"> <li>○ HS Online Progress Monitoring</li> <li>○ Eng. Prof. Assessment for Spanish-speaking SPED students</li> <li>○ District wide life skills Sensory Rooms Assistive Device Needs</li> </ul> </li> <li>● <b>Graduation Coaches at Newcomer Program sites</b> <ul style="list-style-type: none"> <li>○ 4 HS sites (1 Capitol Hill HS, 1 U.S. Grant HS, and 2 at NW Classen HS)</li> </ul> </li> <li>● <b>Student Learning Assistants</b> <ul style="list-style-type: none"> <li>○ For 3rd, 4th grades COVID/ Reading &amp; Math Learning Loss Para Specialist</li> <li>○ 2 per site (3rd and 4th grades)</li> </ul> </li> <li>● <b>ACT Prep Software</b></li> <li>● <b>STEM Equipment</b> <ul style="list-style-type: none"> <li>○ Elementary - Lego (ES)</li> <li>○ Botball (MS)</li> <li>○ Squishy Circuits (ES)</li> <li>○ Bee Bots (ES)</li> <li>○ Ozobots (ES)</li> </ul> </li> <li>● <b>Fine Arts Instructional Needs</b> <ul style="list-style-type: none"> <li>○ Phase 1 MS - Band Instruments</li> </ul> </li> </ul>

<p><b>Unfinished Learning and Student Success</b> (cont.)</p>	<p><b>Additional academic interventions during the school day</b> (cont.)</p>	<ul style="list-style-type: none"> <li>○ Music instruments/ piano</li> <li>○ Orff instruments</li> <li>○ Mariachi Programming</li> <li>○ PreK instruments for EC Centers and classroom rugs</li> <li>● <b>Instructional Resources</b> <ul style="list-style-type: none"> <li>○ Textbooks</li> </ul> </li> <li>● <b>ACT Prep course</b> <ul style="list-style-type: none"> <li>○ PRE ACT 8-9</li> </ul> </li> <li>● <b>Classroom libraries for all teachers</b></li> <li>● <b>Calculators</b></li> <li>● <b>Explicit Phonics Curriculum - Reading</b> <ul style="list-style-type: none"> <li>○ Reading Horizons</li> </ul> </li> <li>● <b>NearPod Licenses</b></li> <li>● <b>Florida Virtual</b></li> <li>● <b>Edgenuity</b></li> <li>● <b>SeeSaw</b></li> <li>● <b>Stipend - \$500 for Classroom Supplies and Materials</b></li> <li>● <b>Continuation of Guest Teacher</b> <ul style="list-style-type: none"> <li>○ \$40/day premium pay in anticipation of continuing high absenteeism teacher rates</li> </ul> </li> <li>● <b>SPED Recruitment Stipend</b> <ul style="list-style-type: none"> <li>○ Recruitment stipend for SPED teachers for the 21-22 school year.</li> </ul> </li> <li>● <b>Hard to Find recruitment stipend</b> <ul style="list-style-type: none"> <li>○ HS Science - Biology, Chemistry, Physics; Secondary Math, Spencer Area schools</li> </ul> </li> <li>● <b>Salaries for additional instructional staff</b></li> </ul>
<p><b>Unfinished Learning and Student Success</b> (cont.)</p>	<p><b>After-school tutoring programs</b></p>	<ul style="list-style-type: none"> <li>● <b>Elementary, Middle, &amp; High School Mentoring &amp; Tutoring Programs</b></li> </ul>
	<p><b>Additional training and professional development for teachers</b></p>	<ul style="list-style-type: none"> <li>● <b>LETRS Training (Units 5-8)</b> <ul style="list-style-type: none"> <li>○ LETRS assists teachers in mastering the skills needed for teaching the fundamentals of reading.</li> </ul> </li> <li>● <b>Generation Citizen Partnership (CPBL)</b></li> <li>● <b>“Leader in Me” training, coaching, and materials</b></li> <li>● <b>“OKA+ Arts Integration”</b> professional development to address the learning loss of students from a low socio-economic environment</li> <li>● <b>“Two Chicks &amp; a Workshop”</b> professional development to address learning loss of African American Students specifically.</li> </ul>

<b>Unfinished Learning and Student Success</b> (cont.)	<b>Additional training and professional development for teachers</b> (cont.)	<ul style="list-style-type: none"> <li>● <b>On-site, job-embedded professional development</b> provided by the University of Virginia to address unfinished learning of students in elementary and middle school</li> <li>● <b>LETRS training</b> and professional development in the area of Guided Reading, including: reading intervention materials, “Tools for Reading” and student journals.</li> <li>● <b>Stipends</b> for 65 site staff members to return to campus early for the 2021-2022 school year in order to receive Solution Tree training related to addressing the learning loss of English Language Learners and Hispanic students</li> <li>● <b>Professional development</b> provided by Solution Tree related to the effect of the pandemic on students experiencing homelessness</li> <li>● <b>“Phonics Learning Package”</b> professional development to specifically address the learning loss of children with disabilities.</li> <li>● <b>Stipends</b> for 60 staff members to return to campus early for the 2021-2022 school year in order to receive training from Kim Campbell specifically related to addressing learning loss of middle school students</li> </ul>
	<b>Enhanced summer learning programs</b>	<ul style="list-style-type: none"> <li>● <b>Summer Learning Enhancement</b> <ul style="list-style-type: none"> <li>○ Funds for Staffing</li> <li>○ Funds for Curriculum Resource Needs</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>● <b>Summer Learning into Canvas</b> <ul style="list-style-type: none"> <li>○ Funds for Staffing</li> <li>○ Funds for Canvas license</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>● <b>“Outschool” pilot</b> for 4 elementaries</li> <li>● <b>Staffing, Materials/Resources</b> for “Jump Into Athletics” summer program</li> <li>● <b>Transportation</b> costs of “Outschool” pilot programs and “Jump Into Athletics”</li> </ul>
<b>Extended school day and/or extended school year</b>	<ul style="list-style-type: none"> <li>● <b>Expansion of After School Programs</b> (i.e. Boys &amp; Girls Clubs of Oklahoma County) <ul style="list-style-type: none"> <li>○ Boys and Girls Clubs of OK County are having a real, positive impact on the lives of kids and youth. Providing a Club Experience allows them to meet the youth where they are and understand what they need to grow and succeed, emphasizing three key outcome areas: Academic Success, Good Character and Citizenship, and Healthy Lifestyles.</li> </ul> </li> </ul>	

## Prioritizing Health and Student Well-being

(...through prevention and mitigation strategies and addressing the social and emotional needs of our students)

ARP Act ESSER III funds are to be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning. OKCPS will use a portion of its ARP Act ESSER III funds to implement prevention and mitigation strategies as described below.

ESSER III funds will be used to provide additional teachers to reduce class sizes and allow for greater social distancing. In addition, the improved student-to-teacher ratio will assist schools in addressing students' academic and social emotional needs. Funds will be allocated to provide for additional cleaning and sanitation supplies and to address indoor air quality concerns.

One of the first mandates of any ESSER plan is to share 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. In prioritizing our students' health, OKCPS coupled our prevention and mitigation strategies with our strategies to also address the social and emotional needs of our students in the Focus Area of "Prioritizing Health and Student Well-being."

Below are the strategies, projects and investments that have been planned for this Focus Area:

	Priority	Strategy, Program or Investment
Health and Student Well-being	Increasing access to school meals	<ul style="list-style-type: none"> <li>● <b>Creating Additional Cold Storage Sites</b> <ul style="list-style-type: none"> <li>○ Additional "cold storage" allows for the opportunity to possibly distribute weekend meals to students. It also allows OKCPS the opportunity to opt into USDA farm to family boxes allowing OKCPS to close the hunger gap that exists between some of our communities.</li> </ul> </li> </ul>
	<b>Maintaining a healthy environment</b> (improved air quality, hygiene, access to personal protective equipment (PPE))	<ul style="list-style-type: none"> <li>● <b>School Nurse Recruitment and Retention</b> <ul style="list-style-type: none"> <li>○ Continuation of recruitment and retention stipend for school nurses for the 21-22, 22-23, and 23-24 school years.</li> </ul> </li> <li>● <b>Additional Supplies for School Clinics</b> <ul style="list-style-type: none"> <li>○ These include Otoscopes, Euroscans and the appropriate number of AEDs for each school site.</li> </ul> </li> <li>● <b>Purchasing of Personal Protective Equipment (PPE)</b> <ul style="list-style-type: none"> <li>○ Continued purchasing of masks, wipes, cleaning supplies, anti-bacterial foggers and industrial sprayers for classrooms and buses.</li> </ul> </li> <li>● <b>Physically Healthy Learning Environments: CDC recommends five key prevention strategies for safely reopening schools (<a href="#">ED COVID-19 Handbook, p. 16</a>):</b> <ol style="list-style-type: none"> <li>1. Universal and correct wearing of masks;</li> <li>2. Physical distancing;</li> <li>3. Handwashing and respiratory etiquette;</li> <li>4. Cleaning and maintaining healthy facilities, including proper school ventilation; and</li> </ol> </li> </ul>

<b>Health and Student Well-being (cont.)</b>	<b>Increasing Access to COVID testing and vaccinations in schools</b>	<p>5. Contact tracing in combination with isolation and quarantine, in collaboration with guidelines from relevant state, local, territorial, and tribal health departments.</p>
	<b>Addressing the social and emotional needs of students</b>	<ul style="list-style-type: none"> <li>● <b>Mobile Health Clinics</b> <ul style="list-style-type: none"> <li>○ Purchasing and Equipping up to 4 Mobile Health clinics to be deployed strategically throughout the district in order to support and/ or supplement ongoing health efforts by school nurses</li> </ul> </li> <li>● <b>Telemedicine Pilot</b> <ul style="list-style-type: none"> <li>○ Purchase necessary equipment to establish up to 6 pilot sites for a partnership with OU Medical for telemedicine services</li> </ul> </li> <li>● <b>Establish a Comprehensive COVID Testing Program</b> <ul style="list-style-type: none"> <li>○ Increase the number of available Rapid and PCR COVID tests through partnerships and purchasing from vendor partners.</li> </ul> </li> <li>● <b>Establish a Comprehensive Vaccination Program</b> <ul style="list-style-type: none"> <li>○ Increase the number of eligible students being vaccinated by hosting vaccination pods at each of our middle schools and high =schools during the first quarter of the 2021-22 school year.</li> </ul> </li> <li>● <b>Increase Vaccination rates among staff who interact with students.</b> <ul style="list-style-type: none"> <li>○ Incentivize staff members getting vaccinated by providing a \$1,000 stipend to all staff members who show proof of vaccinations by November 1, 2021.</li> </ul> </li> </ul>

## Ensuring Equity for All

OKCPS works to ensure that students and families have equitable opportunities to access academic, physical, behavioral, social, and emotional support to ensure that all children can successfully build the launching pad for their dreams. In addition to outlining our COVID mitigation strategies and the strategies to address the impact of lost instructional time, OKCPS is required to ensure that those interventions, strategies and investments address the needs of those particular students particularly 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. While most, if not all, of our strategies in our first two Focus Areas address the needs of one or more of these particular groups of students, and equitable provision of services should be addressed throughout the plan, OKCPS addresses concerns regarding equity in the Focus Area of “Ensuring Equity for All”.

Below are the strategies, projects and investments that have been planned for this Focus Area that do NOT already appear in one of the other Focus Areas:

	Priority	Strategy, Program or Investment
Equity for All	Increasing access to connectivity at school and home	<ul style="list-style-type: none"> <li>● <b>Device for EVERY student to use at home, at school and during breaks</b> <ul style="list-style-type: none"> <li>○ Students in Pre K thru 2 will be provided an iPad to use at home, at school and during breaks from school in order to limit learning loss. Students in grades 3 thru 12 will be provided a Chrome book for instructional use.</li> </ul> </li> <li>● <b>Ensuring connectivity for EVERY student</b> <ul style="list-style-type: none"> <li>○ Purchase of additional hot spots for students lacking connectivity</li> </ul> </li> <li>● <b>Exploring connectivity in areas where cell towers signals are weak</b> <ul style="list-style-type: none"> <li>○ IT is exploring methods to provide connectivity of a more permanent basis in those communities where cell tower strength limits the use of district provided hot spots</li> </ul> </li> </ul>
	Increasing access to highly qualified educators	<ul style="list-style-type: none"> <li>● <b>Newcomer/Shelter Staffing Allocations</b> <ul style="list-style-type: none"> <li>○ The District added 15 positions in order to provide additional Newcomer students with teachers specifically hired to meet their unique needs</li> </ul> </li> <li>● <b>Recruitment of Highly Qualified Teaching Staff</b> <ul style="list-style-type: none"> <li>○ The district began an initiative in the Summer of 2021 to recruit bilingual teachers and have outlined plans to recruit decorated teachers from other districts and states by providing incentives to those with national Board Certification as well as those who have been recognized as their site or district teacher of the year.</li> </ul> </li> </ul>

<b>Equity for All (cont.)</b>	<b>Increasing access to culturally and linguistically responsive curriculum</b>	<ul style="list-style-type: none"> <li>● <b>Engagement groups of diverse stakeholders</b> will be utilized to continue the process of ensuring culturally proficient practices in and through the OKCPS Curriculum, Special Education, and Language and Cultural Services Departments</li> </ul>
	<b>Increasing access to advanced and engaging coursework</b>	<ul style="list-style-type: none"> <li>● <del>Introduction of E-Sports program</del> at EVERY high school site <ul style="list-style-type: none"> <li>○ In order to engage a larger group of high school students, resources have been provided to establish a state-of-the-art E-Sports program at every high school site that equals or surpasses the equipment and access of even the most affluent high schools in Oklahoma.</li> </ul> </li> <li>● <b>ACT Prep provided at EVERY high school site</b> <ul style="list-style-type: none"> <li>○ Every OKCPS high school student will have access to an ACT Prep program and/ or class in order to assist in their preparation for applying for post-high school opportunities.</li> </ul> </li> </ul>
	<b>Increasing access to learning-ready facilities</b>	<ul style="list-style-type: none"> <li>● <b>Mitigation Strategies for Sterilization of Facilities</b></li> <li>● <b>Completion of Fields, &amp; Planning and Implementation of Future (Secondary, etc.) Sites</b></li> <li>● <b>Facility improvements as well as indoor and outdoor upgrades in various Spencer-area schools</b></li> </ul>
	<b>Addressing resource inequities</b>	<ul style="list-style-type: none"> <li>● <b>Equity Internship Program</b>- Summer interns will be employed for three consecutive years in the Equity and Student Support Services division for the purpose of building leadership capacity and researching and addressing resource inequities across the district for Summer</li> <li>● <b>PE Equipment Refresh</b> for sites who have outdated, dilapidated or inadequate PE Equipment</li> </ul>

## Engaging Families and Communities

All OKCPS students are provided with a mobile learning device thanks to those who supported the “Yes the Yellow” bond and some much-needed federal dollars. The district also helps with access to wifi if needed, as we do not want our families to have any barriers to learning. These devices are distributed at the school sites, and students are asked to bring their device back and forth to the classroom with them as we continue to integrate technology into their daily learning routine. Guidelines, instructions, and procedures have been provided to help schools in successfully implementing 1:1 digital learning environments. ESSER III funds will continue to support these efforts.

More so, OKCPS recognizes the need for additional personnel in the areas of secretaries, counselors, mental health workers, family advocates, etc. Tending to our diverse populations, OKCPS is also committed to hiring not only diverse staff, but also bilingual, biliterate, and bicultural staff. We are excited to continue the improvement of our communication services in order to equitably attend to ALL stakeholders’ needs, questions, and/or concerns during the COVID-19 pandemic and beyond.

Below are the strategies, projects and investments that have been planned for this Focus Area:

	Priority	Strategy, Program or Investment
Engaging Families and Communities	Additional staff to work directly with families	<ul style="list-style-type: none"> <li>● <b>Additional Personnel</b> <ul style="list-style-type: none"> <li>○ Family Advocate</li> <li>○ Bilingual Personnel (multiple languages)</li> <li>○ Counselors</li> <li>○ Mentors</li> <li>○ Psychologists</li> </ul> </li> </ul>
	Improved communication with families and community	<ul style="list-style-type: none"> <li>● <b>Implementation of Comprehensive Customer Service initiative</b> to include an audit of current practices, staff training as well as assistance with more efficient and effective communication with our families and communities.</li> <li>● <b>Elevate district marketing efforts</b> to ensure our staff and families are aware of the many OKCPS programs and other resources available to them and aid in recruiting. This would include investments in personnel, along with access to data, asset design/creation and other costs associated with raising our district profile.</li> <li>● <b>Provide stipend to staff members</b> at each school site who are designated to serve as Building Communication Representatives (BCRs), managing content for site-specific website and social media channels, along with ongoing coordination of community partner events and district campaigns or initiatives. This role also supports family engagement efforts by partnering with the Family Advocates at each site..</li> <li>● <b>Continue to increase community outreach</b> through the addition of a Community Relations Coordinator who will work with Family Advocates and Building Communication Representatives (BCRs), providing consistent training, resources, tools and best practices for community partner recognition &amp; relationships and providing support for partner and district-led special events.</li> <li>● <b>Purchase a formal stakeholder management tool</b> to elevate community partnerships and alumni outreach, especially as we work to stand up district level alumni association which, in turn, creates a solid volunteer and donor base to support our students and a variety of district needs.</li> <li>● Deepen our support of students and families in the Northeast portion of our district through the addition of a <b>Family Engagement Coordinator</b> assigned to this area who can provide guidance and training for school leaders and staff on best practices in Family Engagement and who can help to connect families and school staff to available district and community resources.</li> </ul>
	Additional supports for bilingual students	<ul style="list-style-type: none"> <li>● <b>ESSER III funds will be utilized to enhance the creation and implementation of innovative and powerful instructional programs for English Language Learners, the</b></li> </ul>

<b>Engaging Families and Communities</b> (cont.)		<p>crafting and delivery of robust professional development for educators working with culturally diverse students, interpreting and translation training and services, building school-parent/community bridges, engaging, educating, and empowering parents and families to be advocates for their children and decision-makers in the educational process, as well as providing other ongoing support to all stakeholders.</p> <ul style="list-style-type: none"> <li>● <b>OKCPS will also allocate additional positions for creating culturally relevant and proficient practices</b> that address language learning and acquisition, including content knowledge growth.</li> <li>● <b>OKCPS intends to enhance the support of our newcomer students</b>, as well as other LEP students, by using ESSER III funds to employ additional multilingual and multicultural staff members who can mentor, specifically, OKCPS' newcomers and other recently arrived students from other countries.</li> </ul>
	<b>Greater access to transportation to and from school activities</b>	<ul style="list-style-type: none"> <li>● <b>Additional buses and addition of non-CDL driver positions</b></li> <li>● The <b>additional vehicles</b> will include, but not limited to: Newcomer transportation, transportation to athletic/extracurricular activities, etc.</li> </ul>
	<b>Family Connect</b>	<ul style="list-style-type: none"> <li>● <b>OKCPS Family Connect</b> is available to any family with students enrolled in OKCPS and any staff member currently working in the district. This program offers support with mental health, physical health, GED prep/academic classes, employment resources, senior citizen support and transportation for our families. Students who qualify as an unaccompanied youth and live in temporary or transitional homes are also eligible to use the service and apply for mental health relief funds. The staff of OKCPS may also call the line when seeking services or resources. This program provides counseling and crisis assistance through <b>405-587-FEEL</b> in conjunction with Human Resources.</li> </ul>

## Supporting Teacher & Leader Stability and Staff Well-being

Through strategic partnerships and collaboration, OKCPS recruits, hires and retains a high performing and diverse workforce and fosters a healthy, safe, and productive work environment for employees, departments, and the public in order to maximize individual and organizational potential and position Oklahoma City Public Schools as an employer of choice. During the COVID-19 pandemic, OKCPS continues to pursue its goal to value, encourage, and support a diverse workforce, while also specifically focusing on anticipating and meeting the changing needs of our District. In doing so, OKCPS is using ESSER III funds to retain and recruit highly qualified employees, as well as offering a bilingual stipend/salaries for new employees, vaccination stipends, material stipends, nurse recruitment stipends, Special Education recruitment stipends, bus driver stipends, and other stipends for positions that are difficult to fill (i.e. HS Sciences, Mathematics, and school administrators).

Safety will remain at the forefront of all we do. OKCPS continues to make adjustments to our [COVID-19 Safety Plan](#), as we work with our public health partners to closely monitor the status of COVID-19 and create the safest possible learning and working environment for our students and staff.

OKCPS has taken the position that it is absolutely critical for our students to remain in the classroom and we will do everything possible to keep students and staff as safe as we can, to include the requirement of face coverings on our campuses. Our priority is to keep school in session because we know our students learn better when learning can take place face to face.

OKCPS is continuing to invest in a variety of safeguards in order to create layers of protection. This includes a continued focus on cleaning, air ionization, self-screening, access to PPE, contact tracing, testing and social distancing to the greatest extent possible. Additionally, OKCPS will use ESSER III funds to meet the social and emotional needs of our staff by recruiting additional in-person employee assistance counseling, new counselors, nurses, social workers, and other health support staff to help students and staff with their emotional and physical well-being and help them deal with the impact of the COVID-19 pandemic.

Below are the strategies, projects and investments that have been planned for this Focus Area:

	Priority	Strategy, Program or Investment
Supporting Teacher/Leader Stability and Staff Well-being	Retain highly qualified staff	<ul style="list-style-type: none"> <li>● <b>Adjustment of Staffing formulas</b> to allow for improved student-to-teacher ratio</li> <li>● <b>Retention Stipend for Teachers</b></li> <li>● <b>Retention Stipend for Instructional Leaders</b></li> <li>● <b>Retention Stipend</b> for front-line and support staff members</li> <li>● <b>Hiring of additional staff</b> in areas tutoring, family engagement and counseling in order to provide support for the efforts and work of current staff members</li> </ul>
	Recruit high quality teachers to the district	<ul style="list-style-type: none"> <li>● <b>Bilingual Recruitment Stipend</b></li> <li>● <b>Recruitment stipends</b> for hard-to-fill areas such as math, science, and special education</li> <li>● <b>Recruitment stipends</b> for Spencer-area schools</li> </ul>
	Address social and emotional needs of our teachers	<ul style="list-style-type: none"> <li>● <b>Contracting with Mental Health and Behavioral Supports professionals</b> to provide in-person and on-site employee assistance</li> </ul>
	Address physical health and physical needs of our teachers	<ul style="list-style-type: none"> <li>● <b>Addition of Employee Wellness Clinic</b></li> <li>● <b>Addition of Nurse</b></li> <li>● <b>Improved ventilation and ionization</b> of employee workspaces</li> </ul>
	Measures to create and maintain a safe work environment	<ul style="list-style-type: none"> <li>● <b>Provision of Personal Protective Equipment (PPE)</b> for all staff members</li> <li>● <b>Required masking</b> of all employees when local cases and spread dictates stricter guidelines               <ul style="list-style-type: none"> <li>○ Providing disposable and reusable mask to EVERY staff member</li> </ul> </li> <li>● <b>Vaccination Stipend</b> for fully vaccinated employees to incentivize more employees being vaccinated</li> </ul>

**OKCPS will continue to provide updates to this plan.**

If necessary, OKCPS will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act while addressing District needs and continuity of services regarding: benefits/salaries for staff, software programs for District services, School Resource Officers in Secondary Sites, maintenance/repairs for school facilities (i.e. indoor air quality), property insurance, IT hardware needs, utilities, and non-instructional school supplies, and County Revaluation fees.

All questions about the plan itself, stakeholder feedback, implementation schedules or requests for ADA accommodations should be directed to the Deputy Superintendent's Office at 405-587-0015 or by email at [ESSERPlan@okcps.org](mailto:ESSERPlan@okcps.org).

**OKCPS continuará proporcionando actualizaciones a este plan.**

Además, cualquier persona con una discapacidad según la definición de la ADA puede solicitar esta información en un formato alternativo.

Todas las preguntas sobre el plan en sí, los comentarios de las partes interesadas, los programas de implementación, o las solicitudes de adaptaciones de la ADA, deben dirigirse a la Oficina del Superintendente Deputado al 405-587-0015 o por correo electrónico a [ESSERPlan@okcps.org](mailto:ESSERPlan@okcps.org).

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