

Bethany Public Schools

ARP-ESSER III Plan for Uses of Funds

2021-22



Introduction

The 2021-22 school year will begin on August 12. We know that all (teachers, staff, administrators, parents, community members and stakeholders) want the best for all our kids to be safe, happy and learning in school.

This document is a plan developed with feedback from members of our Bethany Schools, parents and community members. Our goal is to return our kids to our schools, keep them safe and provide them an excellent education. The most effective planning is subject to change as new information becomes available. The State Department of Education requires each school district create an ARP-ESSER III Plan for Uses of Funds.

Leadership Team

The ARP-ESSER III Plan for Uses of Funds is being developed with the feedback from teachers, administrators, parents, medical professionals and school board.

Teachers on Leadership Team

Loretta Boyd -E

Rachael Lehman-E

Kim Lawson-E

Summer Wetwiska-MS

Mandy Will-MS

Becky Morris -MS

Lisa Tackett- HS

Kerri Cagle -HS

Administrators on Leadership Team

Drew Eichelberger

Dr. Matthew Flinton

Jennifer Fuller

Mark Melton

Trey Keoppel

Reuben Bellows

School Board Members

Angela Palmer
Courtney Marquez
Les Pettitt
Heather Miller
Kent Walstad

Parents on Leadership Team

Miranda Smart – E
Katherine Taber-E
Rachel Johnston – E
Cassie Ross – MS
Rosha Wood - MS
Heather Berry - MS
Gina Tolle – HS
Tyler Thomas - HS

Medical Professionals on Leadership Team

Tara Brown – RN
Kristen Bibbs – RN
Tonia Lowery - OCCHD

In creating our ARP Plan, we have included the following:

1. 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;
2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula 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;

3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and
4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

Maintaining the Health and Safety of Students and Staff

Strategies We Will Use Daily

- Hand sanitizer will be available in each classroom and its use will be encouraged upon entrance and exit of each classroom.
- Masks are optional for all students, staff and volunteers on school campus and school activities.
- Federal transportation mask requirements remain in effect. Until these requirements are lifted, masks on school buses will be required. When the federal government lifts this requirement, the school will follow.

District Cleaning Practices

- Bethany Schools contracts custodial services with Oklahoma Building Services (OBS).
- OBS prides itself on making the health and well-being of our customers, employees and communities their top priority. OBS wants their customers and employees to feel confident in knowing that they are using all precautions necessary to mitigate the spread of all bacteria and viruses. Some of those precautions are:

Pro-active Instructions for OBS Custodial Employees:

- All OBS employees will wear applicable PPE at all times during service while

on a job site. Surfaces are being cleaned & disinfected with an EPA approved disinfectant

- Touch points are being cleaned nightly using our Touch Point Cleaning/Disinfecting Checklists.
- High frequency touch points such as door knobs will be cleaned multiple times per day.
- Shared items such as Chromebooks will be cleaned before the next person uses the item.
- Work schedules may be adjusted to be most-effective in disinfecting surfaces.
- Employees are instructed to know and follow all building regulations for their worksite. All workers will follow CDC & OSHA guidelines.
- Employees are instructed to practice appropriate personal hygiene, including covering their mouth for coughs or sneezes and cleaning their hands thoroughly and more frequently.

Pro-active Instructions for OBS Custodial Employees (continued):

- Employees who are ill, exposed to or have tested positive for any contagious sickness, running a fever are instructed **NOT** to report to work but immediately notify their supervisor.
- Employees must report any air travel or potential exposure to people with COVID-19 virus to their supervisor.

Reactive Cleaning Measures:

- OBS has an Infectious Disease Control – Advanced Disinfecting Protocol for disinfecting any contaminated (confirmed or suspected) areas using EPA approved disinfectants and specialized equipment.
- OBS has a trained staff, equipment and supplies available and ready to support the Enhanced Cleaning on short notice.

- Disinfectant application will be made using either backpack sprayers, electrostatic sprayers or both.

Policies for the CDC's Safety Recommendations

- Masks are voluntary for students, staff and visitors to the school and all school events except where required by federal mandate (buses, airplanes). Physical distancing will be used on an if/as needed basis.
- ECC students will have the standard seating due to lack of space. Elementary students (1st-5th) will sit every other seat at lunch by grade level.
- Middle school students will have more space in the cafeteria.
- High school is removing the lockers in the south hall to reduce crowding.
- Handwashing and respiratory etiquette; encourage students to use hand sanitizer in and out of classroom. Frequent reminders to wash hands.
- Cleaning and maintaining healthy facilities through thorough and regular cleaning of desks, tables, door knobs, hand rails and other high touch areas.
- Improving ventilation: We are researching ways to improve our ventilation system.
- We will continue to contact trace and notify parents of students who were exposed to someone with COVID based on the guidelines we used last year.
- As a reminder, those guidelines are within 6 feet of someone with COVID for 15 minutes or more.
- We will not quarantine exposed students. Parents will be notified if their child is exposed and make those decisions.
- Students who begin feeling sick or have a fever will be sent home as we do for all types of sickness.
- Diagnostic and screening testing by telemedicine with parental permission.

- There are no COVID vaccination requirements. All other vaccination requirements remain the same and are only those required by state law.
- Appropriate accommodations for children with disabilities with respect to health and safety will be handled on an individual, case-by-case basis.
- We have Children's Center students who will return to our campus this school year. All necessary precautions will be taken to ensure all student and staff safety.
- We will coordinate all policies and procedures with state and local health professionals.

Calendars and Schedules

- We will begin school on August 12th. Traditional on-site learning will be utilized at all sites.
- Bethany Public Schools believe we provide our highest quality education for students with face, to face, in-person learning. Therefore, Bethany Schools will not offer virtual school learning.

Attendance

- As always, we ask students and adults stay home when they are sick.

Learning Loss Activities

Earl Harris Elementary School Plan

We would like to start an after school tutoring program for our students receiving intervention support. This would offer additional instruction to fill gaps. We

would also like to start an after school book study program to encourage reading in a fun environment.

Summer Learning Opportunities

We are offering several summer programs designed to help our most vulnerable students. The first is Extended School Year program. Another program we offer is a special summer school program for students who scored the lowest on our benchmark assessments. We offered this program in 1st-3rd grades this year. This program is designed to help students who have fallen behind on their RSA progression. The goal would be to continue to provide this over several summers to help students meet the RSA requirements for promotion into 4th grade. We partnered with the YMCA to also provide physical activity during the summer session. This occurs during the month of June to enable 3rd grade students to also attend Summer Reading Academy in July. Finally, we offer Summer Reading Academy in July. This is a month long boot camp to assist students in meeting RSA requirements for promotion while also preventing the summer slide in our most vulnerable students.

Extended School Year Programs

We have an extended school year program through special services. This program runs in July and is offered to students through their individualized education program. The program helps students meet their individual learning goals.

Other Evidence-Based Interventions

We are offering several online software programs to increase learning in reading and math. Reading Eggs and Math Seeds are programs that reward students as they make progress at their own pace. We will utilize Factivation to increase students' knowledge of basic math skills. We are also planning to use a new reading curriculum called Foundations for Pre-k to 3rd grades. This curriculum and training will ensure that we are using a common language as we teach phonemic awareness and phonics. This will help our students make gains in reading in a systematic way and includes built in interventions to be utilized in the classroom.

In addition to academic interventions, we are also focused on implementing a TBRI system to address social and emotional needs created throughout the coronavirus pandemic. All teachers have been trained on student regulation practices and identifying students in distress. We are also implementing several systematic strategies such as the use of fidgets and regulation wheels to help student express their feelings.

Middle School Plan

English/EL

In assessing all of our middle school student test data, gaps in reading and comprehension have occurred throughout the pandemic. The middle school staff will utilize Reading Plus to provide research based interventions for our students. Reading Plus is a research-based program that encourages equity for all students. Reading Plus begins by administering an adaptive assessment to determine personalized instruction and practice for each student. This is a web-based program where students login to their individual accounts to complete lessons focused on addressing their specific reading needs. Students are provided a selection of texts that are at their reading level that they get to self-select based on their reading interests. It is recommended that students at Tier I spend 50 minutes, Tier II spend 1 hour 55 minutes, and Tier III spend 2 hours 10 minutes each week in Reading Plus to see the greatest gains with this program. Teachers are provided access to multiple reports and forms of data that can be used to form instructional groups to further support student learning. Reading Plus improves silent reading fluency, increases comprehension, and measures social emotional learning (SEL). Additionally, Reading Plus is aligned with the WIDA Standards Framework to support EL students. The implementation of this program will increase students' academic ability as well as improve student motivation.

Summer Learning Opportunities

In our summer school, we will target foundational skills for each grade level in English and math. Mastery of the skills that were taught are essential to the success of the student in their future education and life in general. In math, students will work through lessons and move to the next objective once mastery is shown. Additional instruction, activities, and opportunities will be given to students as they move to increase understanding of as many skills as possible. In English, basic grammar and mechanics of writing, reading and understanding a short story, and writing an essay will be delivered to all participating students.

High School Plan

Math

Our math department believes the most effective way to address learning loss will be opportunities in person, rather than a program. This tutoring will be outside of the school day: evenings, weekends, and summer (math camp). Our math department is reading a researched based book *Building Thinking*

Classrooms in Mathematics. The research shows that more engagement, more thinking, and more students are on task when they have opportunities to work on vertical non-permanent surfaces (VNPS – or white boards). The math department

will install more/multiple quality white boards in each math room to provide these opportunities for student activities and engagement.

English/EL

Our English team will address learning loss with a couple of programs. One, Read 180 is a blended learning reading intervention program that provides reading comprehension strategies. It is a program designed for struggling readers who are reading two or more years below grade level, and will meet the needs of struggling readers, special education students, and English Language Learners.

<https://www.hmhco.com/programs/read-180-universal>.

The other program is Learning Ally. This is a program that will give our teachers and students access to numerous audio books. Teachers can make notes and design questions within the audio portion to assess learning and understanding as students are listening to selected books.

History

The History Department will use Nearpod for addressing learning loss. This program allows students the opportunity to take “virtual field trips” to see historic places (museums, memorials, art, etc). Nearpod also allows students to “refresh” knowledge with lessons loaded into the program for student interaction. Teachers can add videos, Flocabulary assessments, matching games, primary sources,

collaboration activities, interactive scientific activities (which our science department is interested in as well). Nearpod can provide higher cognitive domains of Blooms Taxonomy as well as add modifications for students with learning disabilities.

Science

The science department will combat learning loss in two ways:

1. Utilizing a virtual platform to provide extra materials and resources to students in both a classroom setting and away from the classroom. Science would like to use [DiscoveryEducation.com](https://www.discoveryeducation.com).
2. Science department will provide after school or summer tutoring/camp which will allow students to be in person, one on one with a teacher to address the learning loss we have seen in the past 18 months. We will compensate our own staff for the time outside of the work day, or hire upper level science students from SNU to assist with tutoring/camps.

Virtual Learners

In supporting our virtual learners, we will utilize Edmentum's EdOptions Academy and Edgenuity Instructional Services. Edmentum's K-5 curricula, actively engages students using a project-based learning framework. Courses available include core subjects, art, P.E., and health, and each course incorporates a variety of multimodal

learning activities that harness students' natural curiosity to develop a lifelong love of learning. Edmentum's 6-12 curricula, offers a robust collection of standards-based courses that are built using a research-based learning design. With more than 500 courses across core subjects, advanced, electives, CTE, and world languages, students have access to all the courses they need to be ready for the next step.

Edgenuity Instructional Services provides a rigorous standards-aligned curriculum that can be customized to meet the unique needs of students. Delivered through a combination of teacher-led videos, interactive media, and text to provide a varied approach that addresses multiple learning modalities.

Social and Emotional Learning

In addition to academic interventions, we are also focused on implementing a TBRI system to address social and emotional needs created throughout the coronavirus pandemic. All teachers have been trained on student regulation practices and identifying students in distress. We are also implementing several systematic strategies such as the use of fidgets and regulation wheels to help student express their feelings.

Children and youth who have experienced foster care or orphanage-rearing have often experienced complex developmental trauma, demonstrating an interactive set of psychological and behavioral issues. Trust-Based Relational Intervention (TBRI) is a therapeutic model that trains caregivers to provide effective support

and treatment for at-risk children. TBRI has been applied in orphanages, courts, residential treatment facilities, group homes, foster and adoptive homes, churches, and schools. It has been used effectively with children and youth of all ages and all risk levels. We also added two additional guidance counselors to the school district to provide small group counseling and therapy.

RTI TRAINING

In supporting our students, we will continue to implement RTI throughout our school district and provide training to our faculty members. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Additional Use of Funds

1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities,

students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
6. Training and professional development for staff of the local educational agency on sanitation.
7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
8. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income

students and children with disabilities, which may include assistive technology or adaptive equipment.

10. Providing mental health services and supports.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - B) Implementing evidence-based activities to meet the comprehensive needs of students.

- C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- D) Tracking student attendance and improving student engagement in distance education.

We believe with the budget reduction for SY 20-21, using these funds for salaries will ensure all certified staff members remain employed with the school district. Having the ability to retain all certified teachers will assist in keeping class sizes manageable. Research has shown, reducing class size has a positive effect on student academic progress and achievement. We desire to maintain the current numbers of certified staff members in the district, which will allow the district to maintain current class sizes throughout each school site.