

Berryhill Public Schools

ARP ESSER III Spending Plan

The ARP Esser III Spending Plan is a three-year projected budget. The spending plan was developed to maintain student learning services that might otherwise be cut due to budget shortfalls. If current state funding remains static, the \$250,000 budget shortfall from FY21 could be a projected \$750,000 shortfall over the next three years. In addition, the plan includes implementing new student supports for identified learning loss due to the pandemic and services to all student populations.

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 Berryhill 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 intermittent school site closures for Distance Learning. The goal was to provide continuity of all school services.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Berryhill 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
Supplies for maintaining safe environment	Masks, gloves, face shields or partitions
Cleaning Supplies & Equipment	Prevent possible spread of the virus with additional and appropriate chemicals, supplies, and equipment.
Security Cameras	The purchase of additional cameras will allow administrators to monitor increased areas within and around the school sites to ensure that proper contact tracing is conducted and health protocols are followed.
Health Services Personnel	Personnel to assist the School Nurse with Covid-related work: tracking positive cases, tracking quarantine numbers and site locations, providing Covid-related information to faculty, staff and parents, and working with the Tulsa County Health Department.
ESSER III Part 1	Prevention & Mitigation Strategies/Items= \$63,781.46

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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 after school programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.

Expenditure	Strategy/Item for Addressing Learning Loss
Counselor (Matching salary with the Counselor Corp Grant)	Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health of students at all levels and support student academic efforts.
PASS subscription	Counselors and administrators will be able to proactively identify social and emotional barriers to successful learning and provide assistance to students.
GoGuardian subscription	Monitor and manage student devices, improve teacher-student communication, identify at-risk students, improve parental involvement in distance learning.
GoGuardian PD	Train staff on GoGuardian implementation.
Summer School Remediation	Identify students who are failing or at-risk of failing and provide Summer School Program for remediation and credit recovery.
Tutorial Programs	Targeted, individualized tutorials to address learning gaps skills and objective mastery.
Virtual Job Shadow Training	Program to enhance student experience with virtual career studies. Program is accessible if health protocols dictate students move to distance or virtual learning due to an increase in virus cases.
Virtual Job Shadow PD	Train counselors and staff implementation of Virtual Job Shadow program
Summer School	Provide Summer School programming for students in Grades 4-12
Teaching Materials	ELA and Math remediation materials (Teacher Created Materials)
ESSER III Part 2 20% Learning Loss Reserve (\$171,679.74) Minimum requirement	Addressing Learning Loss= \$198,628.58

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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.

The District will expend the remaining ARP ESSER funds to offset revenue shortfalls that have been prompted by Covid19 (declining enrollment and a loss of revenue from State Aid). If current state funding remains static, the \$250,000 budget shortfall from FY21 could be a projected \$750,000 shortfall over the next three years. The allowable use of ARP ESSER funds to address this shortfall will enable the District to maintain a stable fund balance.

Expenditure	Allowable Use
Oklahoma School Insurance Group	15. Other activities necessary to maintain the operation and continuity of services in LEAs and continuing to employ the LEA's existing staff.
Clearwater Enterprises (natural gas)	15. Other activities necessary to maintain the operation and continuity of services in LEAs and continuing to employ the LEA's existing staff.
Oklahoma Natural Gas	15. Other activities necessary to maintain the operation and continuity of services in LEAs and continuing to employ the LEA's existing staff.
Public Service of Oklahoma	15. Other activities necessary to maintain the operation and continuity of services in LEAs and continuing to employ the LEA's existing staff.
Twotrees	8. Purchasing educational technology (including hardware, software and connectivity) to conduct online learning for students served by the LEA. Upgrade District firewall equipment and software to ensure student safety when accessing technology.
Part III	Other Allowable Expenditures=\$595,988.64

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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, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our Commitment to the Continuity of Excellence

Support All Students with Extra Measures for MVPs
MVPs = Most Vulnerable Populations
The District will utilize the PASS assessment program to assist in providing student support services.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring 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>Engage families in the school's programs of academics and activities.</p>	<p>Implement Classroom Guidance with site counselors.</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources.</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support 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>Implement Classroom Guidance with site counselors.</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources.</p>
English Learners	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support 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>Provide information on community resources for parents and extended family.</p>	<p>Implement Classroom Guidance with site counselors.</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources.</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 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Students 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.</p>	<p>Implement Classroom Guidance with site counselors.</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources.</p>
Students Experiencing Homelessness	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Full or partial credit will be awarded to students for coursework</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 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>Implement Classroom Guidance with site counselors.</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources.</p>

	completed before enrollment. Online coursework will be used to recover credits.			
Children in Foster Care	Implement evidence-based Tier 1 instruction. Provide Tier 2 support for unfinished learning. Provide Tier 3 tutoring as needed.	Assess food security and provide added nutrition as needed through donations. Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.	Implement Classroom Guidance with site counselors. Implement a Connections Program – teachers assigned to a cohort of students and to intentionally follow the MVPs to identify needs and times of possible crisis.	Provide a school counseling program to meet emergent needs. Refer to professional support through agencies and Tulsa County Mental Health Resources.
Migratory Students	Identify any migratory students at the point of enrollment. Assess for learning targets. Implement Tier I, II, and III Instruction as needed.	Assess food security and provide added nutrition as needed through donations. Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.	Implement Classroom Guidance with site counselors. Implement a Connections Program – teachers assigned to a cohort of students and to intentionally follow the MVPs to identify needs and times of possible crisis.	Provide a school counseling program to meet emergent needs. Refer to professional support through agencies and Tulsa County Mental Health Resources.

We are requesting your feedback on the development and implementation of our plan to support student learning with the funds received through the American Rescue Plan Act of 2021. Your input is an important part of developing and implementing a plan that addresses the most pressing needs of our students. We want to hear from you!

[Click here to provide your input!](#)