



1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through
positive connections and a rigorous, integrated curriculum to inspire excellence.

ARP-ESSER Funding Plan

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief requires that school districts that receive funding from the Federal Elementary and Secondary School Emergency Relief Fund allocated by the American Rescue Plan Act of 2021 are required to post on its website a plan summarizing how these funds will be spent.

Oklahoma has been allocated nearly \$1.4 billion in federal funds and its American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) allocation.

How can these funds be used?

ARP ESSER allocations may be used for mitigation strategies in preparing schools for reopening; addressing 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; hiring staff and avoiding layoffs; and testing, repairing, and upgrading projects to improve air quality in school buildings.

ARP ESSER allocations may be used in the following ways:

1. Schools shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and
2. Schools shall use the remaining funds for any of the following:
 - a. Any activity authorized by the Elementary and Secondary Education Act of 1965.
 - b. Any activity authorized by the Individuals with Disabilities Education Act.
 - c. Any activity authorized by the Adult Education and Family Literacy Act.
 - d. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.



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- e. 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.
- f. 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.
- g. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- h. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- i. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated
- j. 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 Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- k. 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.
- l. Providing mental health services and supports, including through the implementation of evidence-based full-service.
- m. 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.



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- n. 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—
 - i. 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;
 - ii. implementing evidence-based activities to meet the comprehensive needs of students;
 - iii. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - iv. Tracking student attendance and improving student engagement in distance education.
- o. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- p. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- r. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.



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How will The LEA utilize these funds to ensure the safe return of students to in-person instruction?

The LEA will continue to implement protocols established by the Oklahoma State Department of Health and the Centers for Disease Control and Prevention to ensure the safety of students, staff and community members. ARP ESSER funds may be used to fund expenditures for personal protective equipment, sanitation and staff.

How will The LEA utilize these funds to maximize in-person instruction time?

The LEA may use funding to support the following programs to maximize in-person instruction time including, but not limited to the following: summer instructional programming, retention of staff, use of teachers on special assignment, and the implementation of after school, extended-day, extended-year, tutoring and/or instructional programs. The school may also use funding to continue implementation of COVID protocols, including purchase of personal protective equipment, cleaning supplies, barriers, furniture, and storage.

How will The LEA utilize these funds to promote continued operation of schools and meet the needs of students?

The LEA may use the following programs to operate and meet the needs of students including the following: purchasing technology including laptops/chromebooks/ipads and curriculum; continuing to employ existing staff, continuing implementation of COVID protocols, including the purchase of personal protective equipment, cleaning supplies, barriers, furniture, and storage, costs to restructure instructional space, funding subscriptions for WiFi hotspots, and delivering meals and instructional materials.

How will The LEA utilize these funds to purchase educational technology?

The LEA may use funds for the purchase of educational technology such as laptops/chromebooks/ipads, to fund subscriptions for WiFi hotspots, to purchase licenses for remote and online learning curriculum materials and tools, to acquire email encryption, technology security, and instructional technology applications.

How will The LEA utilize these funds to address the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness?

The LEA may use funds to address the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness by securing subscriptions for WiFi hotspots, securing translation services for communications to non-English speaking parents, offering tutoring-on-request programs, and/or coordinating field trips.



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How will The LEA utilize these funds to implement evidence-based strategies to meet students' social, emotional, mental health and academic needs?

The LEA may use funds to implement evidence-based strategies to meet students' social, emotional, mental health and academic needs through employment of social workers and counselors, implementing programs to reduce student anxiety, curriculum development pertaining to social-emotional learning, securing professional speakers for student engagement and implementing staff development programs focusing on improving students' social, emotional, mental health and academic needs.

How will The LEA utilize these funds to offer evidence-based summer, afterschool, and other extended learning and enrichment programs?

The LEA may use funds to offer evidence-based summer, afterschool and other extended learning and enrichment programs such as summer instructional programming, retention of Response-to-Intervention teachers, and implementation of after school tutoring/instructional programs.