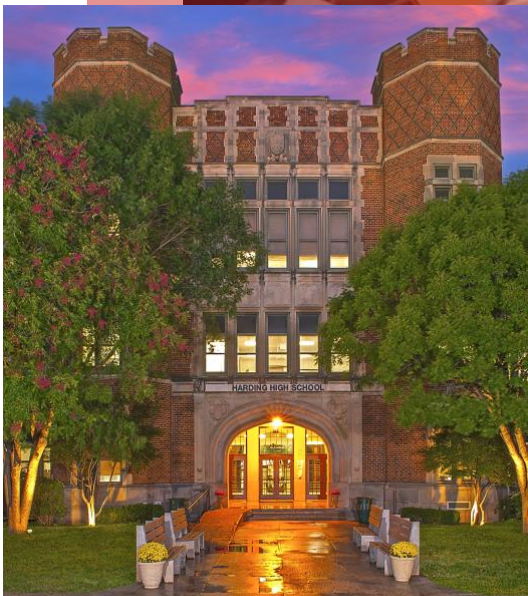


harding

FINE ARTS ACADEMY

*Preparing students for college
in an academically challenging,
arts-integrated environment.*



ARP ESSER III FUNDING PLAN

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ARP ESSER III FUNDING

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) authorized under the American Rescue Plan (ARP) Act of 2021, provides nearly \$122 billion to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (COVID-19) pandemic. Harding Fine Arts Academy has been allocated \$407,143.81 as part of the APR ESSER III funding cycle.

The ARP ESSER requires each school district receiving funds from the Federal Elementary and Secondary School Emergency Relief Fund allocated by the American Rescue Plan Act of 2021 to post on its website a plan summarizing how these funds will be spent. In accordance with this requirement, and in an effort to use these funds to best meet the needs of our students over the next three fiscal years, we have prepared this ARP-ESSER Funding Plan based on the needs assessed by HFAA stakeholders. HFAA has met with stakeholders and representatives of various groups to collaborate on how to best implement funds for closing instructional gaps and will ensure a minimum reserve of 20% of ESSER III funds are set aside to address the academic impact of lost instructional time and learning.

The ARP ESSER III Funding Plan is a three-year projected budget. This plan was developed to include new student supports for identified learning loss due to the pandemic as well as maintain student programs that may otherwise be affected by potential state education budget shortfalls over the next three years. HFAA will continue to collaborate with stakeholders throughout the implementation of this three-year plan.

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 (20%) 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.
 - 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.
 - 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.

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

HFAA will continue to implement, to the greatest extent practicable, prevention and mitigation strategies and protocols established by the *Oklahoma State Department of Health* (OSDH) and the *Centers for Disease Control and Prevention* (CDC) to ensure the safety of students, staff, and community members. The school will use local and state health resources when making the best purchase decisions from ESSER III monies to help reduce the likelihood of the school being closed during a pandemic situation. ARP ESSER funds may be used to fund expenditures for personal protective equipment (PPE), sanitation, cleaning supplies, disinfection, barriers, furniture, storage, and staff to create and maintain a safe and healthy in-person learning environment.

- Summer/Intersession instructional programming,
- Retention/Hiring of staff,
- Use of teachers on special assignment and extra duty, and
- The implementation of after school, extended-day, extended-year tutoring, and/or instructional programs.

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

HFAA 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, improving air quality, symptom monitoring, cleaning supplies, barriers, furniture, and storage.

Funds also may be used to repair and/or improve the indoor/outdoor school facilities to enable operation of the school to mitigate the risk of COVID-19 exposure and transmission. Where necessary and/or as enrollment increases, security and technology infrastructure will be put in place in additional spaces to expand classrooms and instructional areas to increase classroom options and maximize social distancing where needed.

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

During the regular academic calendar days, HFAA will provide additional remediation and skill recovery, tutoring, and extra instructional programs based on the students' specific needs and identified learning gaps. After-school tutoring and support, summer school, and potential Saturday sessions and/or intersession programs will be provided continuously throughout the year. These programs will include all new incoming students to our system as well as returning students. Additional stipends, staff, training, and resources for these programs will also be paid for with the reserved 20% of ESSER funds to focus on recovering learning loss due to the pandemic.

HFAA may use the additional following programs to operate and meet the needs of students including: 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 software, and delivering meals and instructional materials.

The school will target student needs identified through the use of high-quality assessments to evaluate student academic progress and meet student academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and family on how they can effectively support students, including within a distance learning environment.

NWEA (or other appropriate assessments) will be used for 9-12 to administer regular benchmarks, common assessments, PSAT, and SAT to continuously assess students and identify individual academic needs. These needs will be addressed through extra instructional hours integrated into the regular daily schedule with additional instruction provided outside of normal school hours. When necessary, the school will purchase subscriptions to online differentiation programs like ALEKS and IXL for students to continue working toward individualized goals during non-school hours. Professional development for staff in differentiated instruction and arts-integration will also be provided. Assessment results and targeted intervention plans will be communicated to parents during parent/teacher conferences, evening events, parent meetings, and/or home visits.

HFAA will spend its remaining ARP ESSER IIII funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act. The remaining amount, after reserving 20% for academic loss, is \$325,715.05. HFAA will diligently follow all spending guidelines put forth by the State Department of Education.

How will HFAA utilize these funds to purchase educational technology?

HFAA 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, instructional technology applications, learning platforms, Learning Management System (LMS), stakeholder communication, and to purchase additional technology to minimize disruptions to teaching/learning caused by isolation/quarantine protocols or school closures.

How will HFAA 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?

HFAA 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. HFAA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) will respond to the academic, social, emotional and mental health needs of students, and particularly those student groups disproportionately impacted by COVID-19. This may be done 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. Additional support may also include home visits and counseling to promote social emotional learning and wellness, and to hire additional interventionists, educational specialists, emotional counselors, and bilingual staff to meet the needs of all subsets of our student population.

- Students from low-income families will be given the first opportunity for technology to utilize at home including hotspots, Wi-Fi service, and devices. This student population will also be given priority access to additional learning opportunities offered.
- Students with disabilities will be provided with additional learning opportunities including access to after school tutoring, summer learning programs, and online learning program access at home.

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

HFAA 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 HFAA utilize these funds to offer evidence-based summer, afterschool, and other extended learning and enrichment programs?

HFAA 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 academic intervention, tutoring, and instructional programs.

This includes providing high-quality credit recovery programs for students in the summer taught by certified teachers, updating textbooks with technology components, and summer camps using evidence-based interventions to support academic gains. Summer, afterschool, and other extended learning and enrichment programs will possibly include, but not be limited to STEAM programs, science camp, robotics, writer’s workshop camp, theater camp, martial arts camp, reading camps that would potentially include book clubs, an artist in residence camp, and student masters classes. These ideas will continue to develop and improve during the use of ESSER III funds availability.

