

CRESCENT PUBLIC SCHOOLS

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Crescent Public Schools ARP ESSER III Budget Plan

Overview:

COVID-19 and its variants have brought many challenges to Crescent 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 for the continuity of all school services. Stakeholder engagement is a regular and proactive part of our planning. Soliciting and incorporating public input into our ARP ESSER plan is required by OSDE, and the input and data from meetings and surveys will be collected throughout the process. In consultation with stakeholders, the following strategies/items have been identified as needs for Crescent Public Schools to continue to effectively serve our students even if the pandemic lingers into the 2021-2022 school year. The consultation team will continue to meet at least twice per year to review the needs of the district and utilize the ARP funds to meet the needs of our district to prepare, prevent, and respond to COVID-19.

Part 1: Prevention and Mitigation Strategies

Crescent Public Schools will use ESSER III funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with CDC guidance on reopening schools to safely operate school and conduct in-person learning. Because Crescent was able to stay open during the 2020-2021 school year, the district learned many effective management strategies that will be beneficial in guiding planning for the 2021-2022 school year. The district will use local and state health agencies as resources to inform purchasing decisions using ESSER III funds to help prevent our school from being shut down during a pandemic situation. Crescent Public Schools plans to update some of the district's facilities to help with the cleanliness efforts with our ESSER III funds. The district is also planning to increase technology and security tools and redesign existing infrastructure to support instructional efforts to spread out students if needed and to create outdoor instructional access to expand our classroom options.

Part 2: Strategies for Addressing Learning Loss and Responding to Academic, Social, Emotional, and Mental Health Needs of Students

Crescent Public Schools plans to reserve 20% of the ESSER III funds allocated to the district in order to address the academic impact of lost instructional time. The district has hosted meetings with members of the school staff, students, teachers, parents, community stakeholders, and various groups to gain ideas on how best to spend the ESSER III funds to close instructional gaps for students. The ideas that resulted from our ongoing collaboration to use our \$826,706.65 include the following:

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curriculum for school counselors, textbooks and instructional resources which include technology components, STEAM coursework and camps, intervention programs to address instructional gaps and identify student needs, a consistent reading series for elementary grades, and assessment tools to assess student growth and mastery of content.

Part 3: Other ARP ESSER III Expenditures

Crescent Public Schools will spend its remaining ARP ESSER III funds consistent with uses authorized in section 2001 (e) (2) of the ARP Act. The district will diligently follow all spending guidelines put forth by the State Department of Education. Ideas include, but are not limited to: instruction, salaries, guidance services, operations and transportation, staff training/professional development, technology, legal services related to COVID-19, cleaning services and supplies, communication, vehicle operations service and vehicle servicing and maintenance, care and upkeep of grounds and equipment.

As a part of the district's plan, Crescent Public Schools will ensure that the interventions implemented 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, ethnic or racial minorities, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Ongoing collaboration meetings with stakeholders, along with results from surveys, will continually serve as data to inform plans for the use of ARP ESSER III funds.