



Last Review Data: 5-11-23

ARP ESSER Funding Use Plan

The American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER) provides funds to Oklahoma schools to provide services and maintain a safe and healthy learning environment. These funds must provide for the implementation of prevention and mitigation strategies that are consistent with CDC guidance on operating schools for in-person learning, address the academic impact of lost instructional time, respond to the academic, social, emotional, and mental health needs of all students, and utilize remaining funds in a manner consistent with

Part 1. Strategies for Prevention and Mitigation of COVID-19

The district will continue with its high level of cleaning, disinfecting, and sanitizing of district facilities, transportation equipment, and high traffic areas. The ARP ESSER III funds will also provide the district with the opportunity to upgrade air circulation and filtering, diminish student exposure to viruses and bacteria, increase ability to create smaller groups of students during activities, and prevent sharing of materials. The following are general explanations for the expected uses of these funds to prevent and mitigate the spread of COVID-19 and to support those with compromised respiratory health due to previous infection of COVID-19.

Expenditure	Strategy/Item for Prevention & Mitigation
Supplies for cleaning, disinfecting, and/or sanitizing as well as other items and appropriate resources	The district will maintain its current high level of concentrated cleaning, sanitizing, and disinfecting classrooms, buses, and areas of high student traffic as needed, and will ensure sufficient hand sanitizer is available in classrooms and hallways to protect the health of students and staff throughout the district

Expenditure	Strategy/Item for Prevention & Mitigation
Window, door, and roof repairs/replacements and associated painting and/or replacement of window/door frames, drywall, and/or ceiling tiles	Ensure a healthy learning environment to minimize opportunity for molds, bacteria, and viruses to get into classrooms and areas of student traffic, both to prevent spread of COVID-19 and to support health of those whose respiratory systems have been compromised by previous COVID-19 infection
Repair and/or Replace HVAC units and upgrade of existing filter/ventilation systems	Improve air quality and energy efficiency to prevent spread of COVID-19 and to support health of those whose respiratory systems have been compromised by previous COVID-19 infection
Replace/repair existing Chromebooks and expand Chromebook availability	High use of Chromebooks during this time is resulting in increased need for replacements. To prevent shared devices and possible spread of the virus, the district will ensure sufficient numbers of replacement Chromebooks are available and provide for additional Chromebooks as needed
Replacement and additional cleaning, disinfecting, and sanitizing equipment	Floor scrubbers, gloves, mops, and other materials and equipment needed to continue to meet the needs of the district's high level of cleaning, disinfecting, and sanitizing throughout the district
Employ additional custodial staff	To maintain the district's high level of cleaning, disinfecting, and sanitizing, the district may increase the number of custodial staff
Renovate Hallways	To improve air quality and replace surfaces for deeper cleaning to prevent the virus from spreading
Stipends and salaries and benefits for staff	To provide support to all staff who work during a COVID-19 pandemic-related period in an in-person capacity when possible; to provide support for certified teachers who provide distance learning instruction to students throughout the school year whose families choose not to return to in-person learning
Supplies and resources	To include, but not be limited to, CANVAS, IStation, and other internet-based programs to provide a smooth transition to and from in-person and distance learning; manipulatives, workbooks, learning games, etc. for classroom use; manipulatives, workbooks, etc. for student use at home during distance learning; and various supplies and resources to enhance student learning both for in-person and distance learning situations

Replace/upgrade tile and carpet	To improve air quality and allow for deeper cleaning and eliminate areas that can be breeding ground for germs and mold in classrooms and areas of high student traffic
Distance Learning Coordinator	To oversee and maintain high quality instructional delivery of district distance learning program at all levels
Expenditure	Strategy/Item for Prevention & Mitigation
Chairs, cafeteria tables, and classroom desks	To increase the number of existing chairs, tables, desks, etc., to allow for social distancing in classrooms, library, offices, and cafeterias.
Playground equipment	Prevent larger groups of students from congregating around certain apparatus and allows for cohort groups to remain together; additional equipment allows for socialemotional support while minimizing unnecessary contact with others
Band instruments and athletic equipment	Prevent shared instruments/equipment and possible spread of the virus
Transportation	Transportation to include, but not be limited to, suburban, 14-passenger or larger school bus, or other transportation to reduce the need to place large groups of students in an enclosed space for extended periods of time.

Part 2. Strategies for Addressing the Impact of Lost Instructional Time

Part 2A: Addressing the Academic Needs of Students

Throughout the COVID-19 pandemic, instruction at one time or another was interrupted for district students. The district will develop and provide additional programs and/or activities designed to provide opportunities to increase core content instructional time with students and mitigate the potential for learning loss due to cessation of instructional time due to the COVID19 pandemic. In the spring of 2020, Oklahoma shut schools down to diminish the spread of the coronavirus. Although teachers worked diligently to provide suitable instructional opportunities based on the conditions and limitations mandated by the State, students did not receive the instructional time that they normally receive. Instructional staff provided opportunities to ensure learning loss was minimal and recovered as the 2020-2021 school year got underway.

While academic gains continued in spite of the spring 2020 long-term closure and the short-term closures in the 2020-2021 school year experienced by some of the student population, the potential consequences of encountering the loss of instructional time during the 2021-2022 school year is a serious concern. Therefore, the Return to Learn/Safe Return Committee sought means by which district students could best be prepared for a loss of instructional time, whether by small numbers of students being isolated or by the entire district shutting down temporarily.

Committee staff and administrators investigated scientifically research-based pedagogical activities and programs to determine how to remediate any lost learning and to minimize learning loss should the district or select sites be required to pivot to distance learning in the future.

These programs may include, but will not be limited to

- Before/after school small-group tutoring sessions,
- Elective courses designed to improve studying skills and learning techniques,
- Elective courses to supplement classroom instructional activities,
- Additional classroom resources to supplement traditional learning activities,
- Resources to provide remediation for students for whom learning loss has been identified,
- Resources to improve family engagement in learning activities, and □ Online instructional programs and resources.

Expenditure	Strategy/Item for Addressing Learning Loss
Online Tutorial Programs	Targeted, individualized tutorials on learning gap skills and objectives
Class-size Reduction Teachers and Teacher Assistants	Provide small group and individualized instruction to increase spacing among students and to support to student social and emotional needs during academic activities. Classes with high numbers of district recognized most vulnerable populations and/or with students in need of social, emotional, and learning needs due to the effects of the COVID-19 pandemic and the lost learning time will receive priority
Intervention Specialists	Assist tutors in developing curriculum and analyzing data for students in comprehensive after school tutoring program, and/or establish Multi-Tier Systems of Support; Work with Tier III students
Skill Assessment Programs and Resources to Track Student Progress and Identify Learning Gaps	Track student progress on assessments and individual language skills; Communicate effectively with all teachers who provide instruction for a student; Communicate effectively with parents of EL students

Summer School Teachers	1. Hold 4th and 5th grade summer school concurrent with existing RSA funded program to expand summer school opportunities 2. Provide STEM-related hands-on summer camp to 2nd grade through 7th grade students to advance learning in math and science related subjects
Summer School Instructional Materials	Supplies, materials, and resources to support instructional activities of Summer School programs for 1. 4th and 5th grade student reading program, and 2. for 2nd through 7th grade summer STEM camp
After School Tutors	Certified teachers to provide comprehensive after school tutoring to district students as a means of addressing lost learning time
Resources for After School Tutoring Program	Supplies, materials, and resources to support instructional activities in comprehensive after school tutoring program

Part 2B: Addressing the Impact of Lost Learning Time on Mental Health, Social Well-being, and Behavioral Characteristics.

Counselors and select instructional staff have attended training and informational webinars and received information and guidance pertaining to meeting the academic, social, emotional, and mental health needs of all district students.

Programs, resources, and/or strategies to address the academic, social, emotional, and mental health needs of all students may include, but will not be limited to

- Provide professional development for counselors and/or other staff specially addressing the effects of trauma on student academic success.
- Utilize a district wide SEL curriculum to create lessons and activities to be used by counselors and/or teachers to support social emotional learning.
- Encourage and support teachers to integrate SEL concepts into classroom curriculum.
- Utilize state and local resources to help identify students in crisis or with early onset social emotional issues.
- Create a link to be added to our website to provide mental health resources and other supports.
- Provide age appropriate suicide prevention activities during Suicide Awareness Week.
- Provide training for student leaders to assist in recognizing signs of mental health issues in grades 6th – 12th, and what procedures to follow to address those issues.

- Partner with a mental health agency to service and support identified students and their families.

Expenditure	Strategy/Item for Addressing Learning Loss
Training for district counselors and other staff as assigned.	District counselors and other assigned staff can receive training at professional development workshops focused on meeting the social, emotional, and mental health needs of students who struggle due to the loss of learning time and its associated conditions which effect students with special needs, EL students, and other students of vulnerable populations within the district
EL Student Resources	Track student progress on assessments and individual language skills; Communicate effectively with all teachers who provide instruction for a student; Communicate effectively with parents of EL students
Character Development, Leadership, & Social-Emotional Learning Curriculum	Supplies, activities, and various resources which help to promote positive self-image, character building, and expand quality social skills in students adversely affected by the isolation and diminished interactive activities due to the COVID pandemic and the subsequent lost learning time
Resources and supplies to support mental health c agency use of facilities for district students	To provide a supportive and positive environment in which students meet with mental health agency representatives

At least 20% of the ARP ESSER III funds will be used to diminish the effects of lost instructional time as indicated for addressing the academic needs of students and addressing the social and emotional needs of students. Sperry Public Schools will utilize the district's Commitment to the Continuity of Services to ensure students of most vulnerable populations to be disproportionately impacted by the COVID-19 pandemic receive equitable attention in the ARP ESSER III funded programs.

Part 3. Strategies for Other Expenditures Consistent with Section 2001(e)(2) of the ARP Act.

The planned projects in Sperry Public Schools ARP ESSER III Plan are all categorized in Part 1: Strategies for Prevention and Mitigation of COVID-19; or Part 2: Strategies for Addressing the Impact of Lost Learning Time. We have no expenditures currently planned in the “Other” category. However, as the *Safe Return Plan* and this accompanying *Funding Use Plan* will continue to be reviewed and revised at least twice a year throughout the implementation of the ARP ESSER programs, should projects be added to the “Other” section, they will be used by the district in a manner consistent with the expectations and guidelines of the ARP Act.

Expenditure	Allowable Use

Part 4. Ensuring Continued Excellence in Education through Support of All Students with Extra Measures for Most Vulnerable Populations (MVPs) Most Likely to be Disproportionally Affected by the COVID-19 Pandemic and its Aftermath.

The district has considered the additional needs of those individuals belonging to a population within the district that has been determined to be disproportionately affected by the COVID-19 pandemic and its continuing effects on our educational system and student academic, social, and emotional growth. For these students, the funding uses will be used to provide equitable support in addition to and/or as a part of support they may be receiving from other district programs.

MVP Group	Strategies			
	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
All Students	Implement evidence-based Tier 1 instruction.	Encourage school clubs and activities to create a sense of	Infuse general lessons and activities that	Provide school counseling to meet emergent needs.

MVP Group	Strategies			
	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
	Provide Tier 2 evidence-based supports to address learning loss. Provide Tier 3 remediation as needed. Provide Summer enrichment session. Provide after school tutoring to qualifying students.	“belonging” for all students, specifically those of the most vulnerable populations. Provide engagement opportunities for families in academics and activities. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.	support socio-emotional learning throughout the school programs. Identify and address student social-emotional needs.	Refer to professional support through CREOKS Health Services as appropriate.
Students of Low-Socio-economics	Implement evidence-based Tier 1 instruction. Provide Tier 2 evidence-based supports to address learning loss. Provide Tier 3 remediation as needed. Purchase/ acquire manipulatives and other resources to provide additional support.	Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most vulnerable populations. Provide engagement opportunities for families in academics and activities.	Infuse lessons and activities that support socio-emotional learning throughout the school programs. Identify and address student social-emotional needs specific to students of low-socio-economic conditions.	Provide school counseling to meet emergent needs. Refer to professional support through CREOKS Health Services as appropriate.
English Learners	Tier 1 instruction to include support for language	Encourage school clubs and activities to create a sense of “belonging” for all	Infuse lessons and activities that support socio-emotional learning	Provide school counseling to meet emergent needs.

MVP Group	Strategies			
	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
	acquisition as needed. Provide Tier 2 evidence-based supports to address learning loss. Provide Tier 3 remediation as needed. Provide language acquisition programs which can be used at school and/or home on district Chromebook Ensure EL students have access to Chromebook they can take home even in grades which do not check Chromebooks out to students. Afterschool tutoring with ELL Coordinator specifically for students with language barrier issues.	students, specifically those of the most vulnerable populations. Provide engagement opportunities for families in academics and activities. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected. Provide translations of appropriate documents as available.	throughout the school programs. Identify and address student social-emotional needs. Counselors and ELL coordinator will periodically assess family and school/peer situation for ELL students.	Refer to professional support through CREOKS Health Services as appropriate. Counselors and ELL coordinator will periodically assess family and school/peer situation for ELL students.
Students with Disabilities	Implement evidence-based Tier 1 instruction. Provide Tier 2 evidence-based	Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most	Infuse lessons and activities that support socio-emotional learning throughout the school programs.	Provide school counseling to meet emergent needs. Refer to professional support through

MVP Group	Strategies			
	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students with Disabilities	supports to address learning loss. Provide Tier 3 remediation as needed. Provide additional resources for qualifying students as needed to ensure students have sufficient opportunity to progress in achieving goals. Provide in-person learning for qualifying students during distance learning days as appropriate. Purchase/ acquire manipulatives and other resources to provide additional support.	vulnerable populations. Provide engagement opportunities for families in academics and activities. Celebrate and award successes with equal enthusiasm for accomplishments.	Identify and address student social-emotional needs.	CREOKS Health Services as appropriate.
Students Experiencing Homelessness	Implement evidence-based Tier 1 instruction. Provide Tier 2 evidence-based supports to address learning loss. Provide Tier 3 remediation as needed.	Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most vulnerable populations. Provide engagement opportunities for families in	Infuse lessons and activities that support socio-emotional learning throughout the school programs. Identify and address student social-emotional needs. Homeless Liaison will periodically	Provide school counseling to meet emergent needs. Refer to professional support through CREOKS Health Services as appropriate. Homeless Liaison will periodically assess family and

MVP Group	Strategies			
	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
	Purchase/ acquire manipulatives and other resources to provide additional support. For these students, this can include consumable needs. The District will strive to obtain school records from previous schools. Full or partial credit may be awarded for coursework completed before enrollment. Online coursework may be used to recover credits or to advance.	academics and activities.	assess family and school/peer situation and report to appropriate counselor and/or administrators.	school/peer situation and report to appropriate counselor and/or administrators.
Children in Foster Care	Implement evidence-based Tier 1 instruction. Provide Tier 2 evidence-based supports to address learning loss. Provide Tier 3 remediation as needed. Purchase/ acquire manipulatives and other resources to	Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most vulnerable populations. Provide engagement opportunities for families in academics and activities.	Infuse lessons and activities that support socio-emotional learning throughout the school programs. Site counselor will identify and address student social-emotional needs. Foster Care Liaison will periodically assess family and	Provide school counseling to meet emergent needs. Refer to professional support through CREOKS Health Services as appropriate. Foster Care Liaison will periodically assess family and school/peer situation and report

MVP Group	Strategies			
	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
	provide additional support.		school/peer situation and report to appropriate counselor and/or administrators.	to appropriate counselor and/or administrators.