



Sayre Public Schools

Sayre, Oklahoma 73662

Home of the Eagles

ARP ESSER III - Use of Funds Plan

Background on ESSER III

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021, requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

Use of Funds Plan

Sayre Schools will utilize ARP ESSER III funds (\$1,049,338.83) to prepare, prevent, and respond to the Covid 19 impact on our district. 20% of the funds (\$209,867.77) will be reserved to address learning loss. The remaining 80% (\$839,471.06), as recommended by the committee, will address eight areas of need for the use of the funds: HVAC-Ventilation, Transportation, Student Commons - indoor/outdoor seating and tables, Technology, Health-P.E. equipment, Sanitation equipment/appliances, District-wide intercom/speaker system, and salary support for teacher retention. Each of the eight targeted areas will allow us to better adhere to CDC guidance and help ensure students and staff's health and safety.

Intervention

The interventions implemented through the use of ARP ESSER III funds will be monitored closely to ensure our response addresses the academic, social, emotional, and mental health needs of students, particularly for those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students. Administrators, counselors, and teachers will work together to assess and respond to the needs of those most impacted in the following ways:

- Students within one or more specific subgroups at Sayre Schools have been identified as disproportionately impacted by the pandemic. While many are within more than one subgroup of the population, the two primary subgroups affected within our system are from low-income families and/or are children with learning disabilities.
- To address needs of students from low-income families, the following strategies have been implemented:
 - **Nutritional Needs** - Students are provided with a healthy after-school snack.
 - **Targeted Intervention** - Learning loss addressed with small group tutoring tailored to individual needs. Most with a focus on reading and math. Certified teachers use the following strategies/programs to address math learning gaps: one-on-one tutoring, Reflex Math, StudyIsland, and Math Seeds. Strategies/programs to address reading learning gaps include one on one reading practice, Basal Readers, Reading Eggs, and Star Reading Progress monitoring.
 - **Counseling** - A certified counselor provides after-school services, including individual or group counseling and tutoring.
- To address needs of students with learning disabilities, the following strategies are implemented:
 - **Certified special education teachers** are onsite during the after-school intervention to collaborate with other certified teachers to address students with learning disabilities' unique needs. Three special education teachers in all, one at each site, participate in our after-school program.
 - **Nutritional Needs** - Students are provided with a healthy after-school snack.
 - **Targeted Intervention** - Learning loss addressed with small group tutoring tailored to individual needs with extra support from certified special education teachers. Reading and math intervention/reinforcement remains a focal point for learning disabilities. There is a one-on-one reading practice, Basal Readers, Reading Eggs, and Star Reading Progress with appropriate accommodations.
 - **Counseling** - A certified counselor (one elementary, one secondary) collaborates with our special education teachers to provide services tailored to the needs of individuals with disabilities.
- Principals and counselors will continuously analyze and utilize demographic data to identify and monitor students in higher-risk categories.
- Counselors will gather information through teacher and parent referrals and provide individual and small group counseling services.
- Benchmark testing data will be analyzed to identify learning loss. Assessments will occur regularly during the school year.
- Principals and teachers will conduct weekly progress monitoring.

- The after-school program will provide frequent individual and small group targeted intervention for students experiencing learning loss, including those disproportionately impacted by the pandemic.
- Teachers and counselors will utilize teacher-student advisory time to assess students in a small group setting. Activities will include needs assessments, goal setting, and interest inventories.
- Counselors and teachers will monitor student needs through day-to-day informal interactions... utilizing skills learned in “trauma-informed” professional development.
- Counselors and teachers will utilize social-emotional learning resources and curriculum for whole class, small group, and one-on-one settings within the school day and during the after-school program.
- Site-level principals will monitor and evaluate the plan’s implementation at each school and report to the superintendent.

❖ **20% of the funds (\$209,867.77)**

Sayre Schools will implement an after-school program to address learning loss while ensuring the intervention strategies used, 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 students disproportionately impacted by COVID-19, including students from low-income families, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Funds will be for teacher and counselor compensation, materials, digital learning site licenses, and equipment.

❖ **80% (\$839,471.06)**

Sayre Schools will spend its remaining ARP ESSER III funds consistent with the uses in section 2001(e)(2) of the ARP Act. Spending guidelines put forth by the Oklahoma State Department of Education will be followed. Use of funds include, but are not limited to, the following:

HVAC-Ventilation systems: Older units and ventilation systems replaced and upgraded to improve air quality in buildings.

Transportation: Additional buses purchased to allow for spacing of students on routes. Purchase of a Suburban for meal delivery service and improved spacing for staff and student transportation.

Commons areas and outdoor seating/tables: Seating/tables purchased for indoor and outdoor areas to provide spacing options for students, faculty, and staff.

Technology: Purchase Chromebooks and Ipads for student use for in-school and out-of-school placement during periods of quarantine or isolation.

Health-P.E.: The purchase of indoor and outdoor P.E. equipment to provide for adequate spacing within existing facilities and allow for outdoor activity options.

Sanitation equipment and appliances: The purchase of sanitation equipment including floor machines, washing machines, dishwashers, etc. to aid in sanitation efforts across the district.

District-wide intercom/speaker system: The purchase and installation of a new intercom/speaker system will allow for a seamless communication while keeping student groups separate/isolated throughout all areas within the buildings. This will significantly reduce the need for mass gatherings such as student assemblies while maintaining a sense of community.

Salaries for teacher retention (as needed to meet staffing and spacing needs/requirements.)