



Sayre Public Schools

Sayre, Oklahoma 73662

Home of the Eagles

ARP ESSER III - Use of Funds Plan

2023-2024

***Revised for FY 2024**

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 the remaining ARP ESSER III funds (**\$256,362.45**) to prepare, prevent, and respond to the Covid 19 impact on our district. Over 20% of the remaining funds (**\$67,520.88**) will be reserved to address learning loss. The remaining amount (**\$188,841.57**), as recommended by the committee, will address student transportation and teacher retention for class size. The targeted areas will allow us to better adhere to CDC guidance and help ensure student's 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 low-income families and/or children with learning disabilities.
- To address the 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, Edgenuity, and Discovery Education.
 - **Counseling** - A certified counselor provides after-school services, including individual or group counseling and tutoring.
- To address the 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.

❖ **Over 20% of the funds (\$67,520.88)**

Sayre Schools will continue the 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.

❖ **Remaining funds (\$188,841.57)**

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 includes, but are not limited to, the following:

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

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