

TURPIN PUBLIC SCHOOL



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Travis Smalts, Superintendent
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ESSER III 'USE OF FUNDS' PLAN

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

Turpin Public School budget for ESSER III funds is approximately \$ 812,000.00. Budgeted items and description (from pre-approved list) are-

Turpin Public Schools ESSER III 3 Year Budget (\$812,727.03)

2022-23 SY Estimate Target is (\$713,797.89)

Instructional Technology \$5,000
Curriculum \$5,000
Transportation \$60,000
Building Repairs \$15,000
Cleaning Supplies \$15,000
After School Tutoring Salaries \$36,000
Supplies for After School Tutoring \$ 5,000
Transportation for After School Tutoring \$2,500
Instructional Salaries for EL teacher \$55,201 plus benefits \$7,728.14
Software to help with learning loss \$62,368.75
Software for EL management \$5,000
Utilities \$25,000
Building Demolition/Playground Expansion \$70,000
HVAC replacement \$250,000
New flooring in P.E. building \$50,000
New Copiers \$45,000
Total \$713,797.89

23-24 SY Estimate Target is (\$98,929.14)

Instructional Salaries for EL teacher \$55,201 plus benefits \$7,728.14
After School Tutoring Salaries \$36,000
Total \$98,929.14

2. How the LEA will use the funds is reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] to address 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;

Turpin Public School will reserve 20%, (approximately \$162,275.00) for services to address the academic loss due to instructional time based on COVID related closure, quarantine of students and teachers, and guidelines issued by the CDC. Turpin will have an after-school tutoring program. This program will be led by certified teachers for the purpose of providing extra instruction to students who may have missed instruction time or who just need additional help. Additional curriculum may be purchased to provide instruction to these students. Turpin will hire an EL teacher to help our EL students with any learning loss that they may have. Turpin will provide Wi-Fi hotspots for students that do not have internet access at home. Turpin will purchase software programs that can be used as supplemental instruction to help offset any lost instruction time.

3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

Additional technology such as Chromebooks, Ipads, and hotspots, will be purchased to ensure students have access to online resources away from school. This will address extended day services and even year around services. Parents will have the ability to check out equipment from school and have access 24/7 to programs and resources purchased for the purpose of at-home learning. On-line curriculum will be purchased with the 20% set-aside (out of the \$162,275.00 listed above) to address learning loss. Particularly for those negatively impacted by COVID that may be economically disadvantaged, low-income, in foster care or homeless, and students with disabilities. Outreach and service delivery will be made available to all students without discrimination. 20% funds will include stipends for after school tutoring and summer school for the following staff members: teachers, aides, principals, counselors, cafeteria staff, custodial staff, secretaries, bus drivers, and any other staff member not listed providing services for a safe, healthy, educational environment.

4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set aside], 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, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

During after-school tutoring, counselors will be available to discuss with students and parents about the impact of COVID on their financial wellbeing, living situation, additional family members currently displaced living in the home, and any other topic that may affect the academic, social, emotional, or

mental health of a student. Additional educational technology resources may be needed and loaned from the school to those experiencing a hardship due to conditions created by the pandemic.

Special education teachers will be involved in after-school tutoring and summer school to assist students who are on an IEP. These teachers will also have meetings with parents. During these meetings the special education teachers can discuss loss of instruction time due to COVID.

An ELL teacher will be hired. This teacher will provide students with instruction. This teacher will provide ELL students with the required testing. An interpreter will be provided if needed. The ELL teacher and interpreter will be able to interact with students individually and in small groups as they help these ELL students with their coursework.