

# ARP ESSER III Use of Funds Plan

District Name:	Oologah-Talala
Superintendent:	David Wilkins
Phone Number:	918-443-6000
URL:	<a href="https://www.oologah.k12.ok.us/">https://www.oologah.k12.ok.us/</a>

The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations) and stakeholders representing interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. Finally, the LEA's plan must be in an understandable and uniform format, written in a language that parents can understand, orally translated and, upon request by a parent who is individual with a disability, provided in an alternative format accessible to that parent. The Plan must consist of the following:

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 order to continuously and safely open and operate schools for in-person learning;

*The Oologah-Talala School district ESSER III committee recognized and emphasized the need for students to have in-person learning. Our school district has a history of dealing with student trauma and mental health issues and we agreed that in order for our staff to address those needs we must be in person. The CDC guidance says, "students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority." Because of our goal of continuing to provide an in-person learning environment we will focus on the following strategies;*

*1. Facilities/Operations-*

*Our district goal is to provide a clean and healthy learning environment for students and staff. In order to do this we will improve and make upgrades to our facilities. An Example; We will be replacing many HVAC units and adding an air purification system to all units across the district.*

*2. Social-Emotional Needs- We will purchase and utilize a Social-Emotional curriculum and continue to find the best ways to meet our students SEL needs by putting supports in place. We will also do everything we can to make sure to keep our staff safe and supported throughout this pandemic.*

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## 3. Academic-Learning Loss

*Our focus will be using a differentiated approach to every student so that we meet their individual needs. We recognize that students will vary as to their individual learning loss & goals going forward. We will utilize different instructional technology and other supplemental strategies to assess students' needs and moving them forward.*

2. How the LEA will use the funds it 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;

*The Oologah-Talala School district ESSER III committee agreed upon an effort to address learning loss with multiple strategies to reach all students. We will implement strategies that involve utilizing instructional data to ensure that students are learning and progressing towards their personal goals. The instructional technology that our teachers will use will enable them to gather this data and use it effectively to differentiate and personalize student learning. We also will pay our teachers for working in the Summer time to remediate and enrich student learning. There are several programs that our district will use to assist our teachers in improving learning outcomes & student achievement including a new SEL curriculum that will help with student's social and emotional health.*

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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

*The district will spend its remaining ARP funds to meet the needs of our students in relation to COVID-19 impacts. We have placed those needs in the categories of;*

- 1. Facilities/Operations*
- 2. Social-Emotional needs*
- 3. Academic- Learning Loss*

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.

*The Oologah-Talala ESSER III committee agreed that we would continue to monitor the needs & progress of our students and adapt where needed. For example, if we use NWEA to gather instructional data and we recognize that we need to supplement that program to gain more information through the use of formative assessments, we will make that adjustment. We have Professional Learning Communities that meet regularly to assess student progress. In those meetings, teachers & administrators discuss, create & assess plans for students. These plans include but are not limited to academics, attendance, social, emotional and mental health. The counselors, IEP team members & mental health partners also participate in meetings with teachers to address students' needs and particularly students disproportionately impacted by COVID-19. Our Teachers and Principals will use tools such as NWEA, USA Test Prep and several others to gain insight about what learning loss has occurred and then use those same tools and other tools & strategies to ensure that our students are learning and filling in any gaps that have been created.*

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