

ARP ESSER III Use of Funds Plan

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The ARP ESSER III Use of Funds Plan addresses the following points:

- 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;
- 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;
- 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
- 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 LEA engaged in consultation with stakeholders and gave the public an opportunity to provide input on June 1, 2021. Specifically, the LEA provided the opportunity for 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 was extended 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.

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From this consultation, the LeFlore Public Schools has created the following American Rescue Plan Use of Funds.

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;

LeFlore Public Schools will utilize ARP ESSER III funds to Prepare, Prevent, and/or Respond to the COVID19 impact on our district by implementing prevention and mitigation strategies consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

In coordination with Oklahoma Department of Health and CDC guidance, LeFlore Public Schools will ensure safety for all students and staff by making every effort to promote healthy practices and protocols. LeFlore Public School has increased its cleaning and preparation of facilities in an effort to protect our staff and students.

- Frequent hand-washing and other healthy protocols will be implemented and practiced. Efforts will be made to have hand sanitizer and hand sanitizer stations available.
- Upon notification of a positive COVID case on campus, the area will be thoroughly cleaned.
- Physical Distancing will be implemented when possible.
- Masks are highly recommended for all students as well as staff.
- We strongly recommend the wearing of masks on the school bus and in highly populated areas.
- Masks may be required based on community spread with a state Declaration of Emergency.
- Our staff will monitor reportable illnesses and Oklahoma Health Department guidance will be utilized for quarantine.
- LeFlore Public School will also follow city, county, and state mandates. Requirements and recommendations are subject to change.

In fulfilling the above activities, LeFlore Public Schools will use ESSER III funds for the following.

- Purchasing two additional yellow route busses for social distancing.
- Purchasing masks to be provided to students and staff.
- Sanitation supplies.

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- Custodian services for afterhours cleaning and additional full-time custodian for daytime cleaning.
 - Purchase tables, chairs, and desks to allow for more social distancing within the classroom.
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 LEA will earmark 20% of the ESSER ARP funds to specifically address academic needs from the impact of lost instructional time. LeFlore Public Schools will provide evidenced-based interventions through online remediation programs to address gaps in reading and math. These programs will include IXL, Moby Max, Edmentum, Edgenuity, Study Island, and Star Reading and Math. LeFlore Public Schools will also purchase supplemental curriculum in order to allow differentiation of lessons for different types of learners. In addition, LeFlore Public Schools will provide a full summer learning program for K-12.

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

LeFlore Public Schools will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001 (e)(2) of the ARP Act as follows:

- Coordination with State, local, Tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to coronavirus.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.
- Training and professional development for staff on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities and busses.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided. Purchases will include a school vehicle to deliver meals, technology, or packets in the event of a long term-closure.
- Purchasing educational technology (including hardware, software, and connectivity) for students, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. This will include purchasing WiFi

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devices to be provided to family in the event of a long-term closure and technology devices to allow student to have home access during the event of a long term closure.

- Providing mental health services and supports, including through the implementation of evidence-based full-service. This will include the purchase of a Social and Emotional Curriculum through Edmentum.
 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs to include HVAC upgrades.
 - Other activities that are necessary to maintain the operation of and continuity of services to employ existing staff of the local educational agency which will include property insurance premiums.
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.

LeFlore Public Schools will address learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by:

- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
- Implementing evidence-based activities to meet the comprehensive needs of students;
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
- Tracking student attendance and improving student engagement in distance education.
- Hiring a reading and math interventionist and aid to address the learning losses.