

Seminole Public Schools

FY24 ARP/ESSER III Use of Funds Plan

District Name:	Seminole Public Schools
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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 Seminole Public Schools ARP-ESSER3 Consultation Committee has discussed possible ways the district can make the learning environment safe and healthy for students, teachers, and staff. With that in mind, and using the CDC's most current guidelines to inform the decisions, these are the uses Seminole Public Schools proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact:

In order to both respond to the impact of COVID-19 and minimize the risks associated with the potential spread of COVID-19 and its current and future variants, the consultation committee recommends the addition of a PE/Cafeteria space to the current Early Childhood center. This addition is being attached to the existing Early Childhood building aiding in the health and safety of the new addition. Furthermore, the addition will allow for much better social distancing during breakfast and lunch as well as a healthier environment for students and staff. Again, this project will allow us to more effectively respond to the effects of COVID-19.

(This project has been approved by the OSDE Federal Programs staff) In progress and set for completion October 2023.

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In order to both respond to the impact of COVID-19 and minimize the risks associated with the potential spread of COVID-19 and its current and future variants, the consultation committee recommends the addition of a Cafeteria at the Middle School campus. The addition will be attached to the existing middle school building. This improvement will allow for better social distancing during breakfast and lunch as well as a safer and healthier environment due to the cafeteria being physically connected to the existing building. The current space is inadequate for the number of students and staff at the site. Again, this project will allow us to respond to and prevent the effects of COVID-19 more effectively. **(This project has been approved by the OSDE Federal Programs staff) In progress and set for Completion June, 2024**

The consultation committee recommends the addition of awning that will be installed at sites serving 1st through 8th grade students. The awning will be connected to existing buildings and provide a safe and protected space for students to move between classes and gather safely before and after school. Currently, during inclement weather all students have to crowd into classrooms and other interior spaces creating an unhealthy environment for students and staff. This expenditure is very important in our efforts to effectively respond to and prevent the spread of COVID-19. **(This project has been approved by the OSDE Federal Programs staff) In progress and set for completion December 2023**

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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;

These funds will be utilized to determine individual student and grade level learning gaps or loss due to COVID-19, and then to address such loss through research-based interventions and programs. As such, the following are recommendations from the Consultation Committee:

Implement an After School Program each year of the grant cycle to address the learning loss of students due to the effects of COVID-19 (Salaries and benefits for certified teachers and paraprofessionals).

Provide stipends to teachers that engage in Science of Reading (LETRS) professional development. This PD is an integral part of our learning loss efforts and providing stipends would allow us to compensate staff for their efforts outside the regular contract year/day.

In response to and to prepare for the effects of COVID-19, the district needs to purchase much additional instructional supplies and materials, including replacement technology to support in person classroom learning.

In response to addressing learning loss and the mental health of our at risk students, we are hiring a teacher and a paraprofessional to support learning in our “Restorative Education Program”. Students receive counseling services, direct instruction, and support for their needs with our social worker, and special services through our special education department.

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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

Seminole Public Schools plans to utilize ARP-ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. In order to maintain operations and continuity of the district in either direct preparation for, to prevent, or in response to Covid 19; or because of loss of revenue due in large part to the same, Seminole Public Schools will utilize the various approved funding in the following manner:

There are no expenditures planned for this specific area of the Use of Funds plan.

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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

Seminole Public Schools plans to utilize ARP/ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID-19 impact on our district. The consultation committee recognizes that all aforementioned expenditures will serve all students and position the district to meet not only the academic needs of students but their emotional and mental health needs as well. It is both our desire and our understanding that we meet the needs of the whole child regardless of their situation. Again, we believe that what we have put forth within this ARP/ESSERIII budget will meet all the needs of all the students that we serve. Furthermore, other federal and non-federal district funds have and will be used to support all efforts to ensure that the district is meeting the academic, social, emotional, and mental health needs of all students, especially those that may be disproportionately impacted by COVID-19.

Our data indicates, like most districts across the country, that all students were negatively affected by the COVID-19 pandemic. The academic achievement gap between our overall student population and our students with special needs and our economically disadvantaged students has widened as a result of the COVID-19 pandemic. We intend to use the ARP/ESSERIII funding to narrow these noted achievement gaps and to meet the unique needs of all subgroups of students. All students will benefit from having an improved healthy environment that fosters the reduction of the spread of airborne viruses such as COVID-19. By maintaining in-person learning and providing additional instruction both during the school year and during the summer, we will be able to narrow existing achievement gaps and serve the unique needs of various subgroups of students, especially those disproportionately affected by COVID-19.

Seminole Public Schools demographic breakdown is as follows:

Total Student Population – 1419

Native American – 212 – 14.94% of total student population

Hispanic/Latino – 147 – 10.36% of total student population

Black/African American – 41 – 2.9% of total student population

Special Education – 360 – 25.37% of total student population

Free/Reduced – 897 – 63.21% of total student population.

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Native American students will participate in the summer school and after school offerings to address their specific learning loss issues. Push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup during the regular school year. As with all other students, we will continue to use pull-out academic support in the areas of reading and math to further address the needs of this subgroup. The district will also utilize Title VI dollars to support those students with additional instructional support during the school day as well as various counseling services that may be unique to their needs. Finally, the districts Title VI committee is an integral part in identifying the preferred needs of this subgroup and members of that committee also served on the district's consultation committee formed to support the Use of Funds plan. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.

Hispanic/Latino students will participate in the summer school and after school offerings to address their specific learning loss issues unique to that subgroup. All core subjects staff members receive professional development specific to the needs of these students providing those professionals with additional strategies to serve those students in a manner that will best address their needs. Push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.

Black/African American students will participate in the summer school and after school offerings to address their specific learning loss issues unique to that subgroup. All core subjects staff members receive professional development specific to the needs of these students providing those professionals with additional strategies to serve those students in a manner that will best address their needs. Push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.

Special Education students will participate in summer school and after school offerings to address their specific learning loss issues per their IEP's. Additional support for these students during the regular school year will involve this additional instructional time and specific strategies in keeping with IEP's. Special education teachers and paraprofessionals will be critical in supporting these students and their learning loss. These professionals will be actively involved in supporting the students in their additional instructional time. Regular education professionals serving these students are working closely with the special education teachers to support all efforts to address the learning loss of special education students.

Low-income students make up almost three fourths of our student population as everything

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that we do centers on serving these students. The summer school and after school offerings will be critical to address their specific learning loss issues. Continued push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup in the critical area of reading. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.