

Friend Elementary School

FY24 ARP ESSER III Use of Funds Plan

District Name:	Friend Public School
Superintendent:	Trever Rogers
Phone Number:	405-224-3822
URL	https://www.friend.k12.ok.us/

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 Friend Elementary School ARP-ESSER3 and Federal Programs Consultation Committee has met and discussed possible ways the district can make the learning environment safe and healthy for students, teachers, and staff. This committee was made up of parents, teachers, special services personnel, site principal, students, and administrators. The committee was informed about the requirements of how the district may use our ARP/ESSER III funding. This committee reviewed and provided input for our ARP/ESSER III Use of Funds Plan, our Consolidated District Academic Plan, our Schoolwide Plans, our Family Engagement Policy, our Parent School Compact, and our Return to Learn Plan. This committee also reviewed and provided input for our Consolidated Application, including Titles I, II, IV, and V as well as other federal programs. The input from these committee members about the use of ARP/ESSER III funding was informed by an understanding of the use of other federal, state, and local funding as well as the allowable expenses of the ARP ESSER III funds. With that in mind, and using the CDC's most current guidelines to inform the decisions, these are the uses Friend Elementary School proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact:

Purchase of custodial supplies for increased sanitizing and cleaning across the school district to respond to and prevent COVID-19.

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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;

Friend Elementary School has and will use a multi-level approach to address learning loss, including benchmarks for student achievement levels in core areas, extended day tutorial activities, extensive summer school, additional certified and non-certified staff to increase face to face instruction and remediation for those students needing extra help, and updated technology and on-line programs. Friend Elementary School will budget more than the required 20% for these important activities. The details are as follows for the FY24 budget cycle:

In response to and to prepare for the effects of COVID-19 the district needs to purchase benchmarking and other diagnostic and instructional software to best identify the gaps in learning and implement the appropriate strategies to address said gaps. Said software may include but is not limited to the following: Exact Path, Gizmos, or Alpha Plus in order to utilize more hands on, interactive approaches to instruction to close learning gaps due to the effects of COVID-19.

In order to respond to the effects of COVID-19 and the subsequent learning loss the district plans to hire an additional Paraprofessional to increase instructional assistance for students who are at risk and have learning loss due to COVID-19.

Hiring an additional counselor for students who have not had Counseling services readily accessible in the past. This expenditure will be critical as we try to serve more students and serve the mental health needs of students at the elementary site. This expenditure along with the Counselor Corps Competitive grant will allow the district to better help students with their enhanced social and emotional needs due to COVID-19 (Salaries and benefits for staff member).

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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.

Friend Elementary School 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, Friend Elementary School will utilize the various approved funding in the following manner:

In an effort to respond to the learning loss resulting from COVID-19, our district needs to provide a hiring and retention stipend for all our employees. This is being put forth in order to better position our district to hire new employees and retain existing employees. Due to our remote location and the overall lack of qualified people throughout the state we are facing a shortage of available employees and must take any steps possible to be more competitive in our search for new employees.

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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

Friend Elementary School 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 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.

In response to social, emotional, and academic needs caused by the challenges of COVID-19 a counselor has been hired with the help of a Corp of Counselor Grant. The grant pays up to \$8000 for the counselor with the district being asked to match the amount therefore for the 2024 school year to match the Corp of Counselor Grant (Donna Lovejoy will be serving 2 hours per day as a school guidance counselor.)

The following responses will be implemented for students disproportionately impacted by COVID-19. Friend Elementary School identified Low Income students, Students with special needs, and minorities as the three groups disproportionately impacted by COVID-19. The following activities address those needs.

- Administering and using high-quality assessments to low-income, children with disabilities, and minorities (including Native American and Hispanic) 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 low-

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income children, children with disabilities, and minority students (including Native American and Hispanic) by daily tutoring and providing a summer enrichment program.

- Providing information and assistance to parents and families of low-income children, children with disabilities, and minority students (including Native American and Hispanic) of on how they can effectively support students, including technology devices to allow students home access in a distance learning environment.
- Tracking student attendance of low-income children, children with disabilities, and minority students (including Native American and Hispanic) and improving student engagement in distance education.
- Consistently consulting with the local Tribes on all of the above in order to help provide counseling with all Native American students and their families impacted by COVID-19.
- During Individualized Educational Plan meetings with parents concerning their special needs students the district personnel will discuss how the use of these funds could be used to help provide services to those students and families impacted by COVID-19.