

(Updated SY 2023-2024)
ARP ESSER III Use of Funds Plan

District Name:	Soper Public Schools
Superintendent:	Scotty Van Worth
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Soper Public School is engaged in consultation with stakeholders and allows the public to provide input. Specifically, the school must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, and staff. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, incarcerated children, 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 an individual with a disability, provided in an alternative format accessible to that parent.

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

Soper Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/or Respond to the Covid 19 impact on our district. The school will follow the Safe Return Plan for 2021-22 (reviewed and updated each year); monitor CDC guidance as it relates to the safe operation of schools during the Covid 19 pandemic, and be able to respond to updated guidance as needed; and, respond to the needs of students disproportionately impacted by Covid 19.

- New HVAC units with air cleaners throughout the district - ***HVAC units have been installed throughout school facilities improving air quality and efficiency. Project nearing completion.***
- Remodeling to increase air quality - ***new flooring, carpet tiles, will be installed to improve air quality and cleanliness.***
- Install metal awning connecting the existing school building to the existing cafeteria – ***the project has been completed.***
- Install new metal roof over existing school building - ***the project has been completed.***

2. How the Lea will use funds it reserved under section 2001€(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;

- Possibly create a new elementary teaching position to address learning loss and support interventions - ***an additional teaching position has been added to assist in individual attention, increased participation, communication, and address learning loss.***
- Comprehensive school programs to address learning loss – ***updating computer lab to supplement direct instruction with digital curriculum to meet students where they are.***
- Provide research-based interventions for all qualified students – ***an outside area complete with Activity, Reading, Music, Art, Gardening, and Learning will be created. The use of PBIS reduces the risk of academic and emotional disorders and reduces discipline referrals.***
- Possibly supporting a summer learning program and/or enrichment program – ***coordinate with the Choctaw Nation of Oklahoma POSSE Program to extend summer learning to PK-4th grade along with specialized tutoring and credit recovery for middle and high school students.***

3. How the Lea will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001€(1) of the ARP Act;

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- Salary and Benefits to assist in keeping class size smaller for increased social distancing – ***an additional teacher has been hired at the elementary level.***
- Repairs to maintain a safe learning environment – ***supplies and materials purchased to clean, disinfect, and sanitize. The old carpet was removed and replaced with carpet tiles for easy clean-up and replacement.***
- Purchase route bus to increase social distancing – ***bus has been purchased.***

4. How the Lea will ensure that the interventions it implements, including but not limited to those implemented under section 2001€(1) of the ARP Act (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.

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- Address the issues of equity and performance gaps, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. – *continually striving to meet through evidence-based interventions, assessments, counseling services, and evaluation status conferences.*
- Provide research-based interventions for all qualified students – *providing differentiated learning experiences through the incorporation of outside learning areas including station areas: Activity, Reading, Music, Art, Gardening, and Learning.*
- Contract with local/regional services, both public and/or private, to provide assistance to students who are undergoing social, emotional, and mental health needs – *continual monitoring and intervention services provided by on-campus school counselors in addition to outside counseling services with several public, tribal, and private agencies.*
- Reduce class sizes to meet social, academic, and emotional needs – *class size has been reduced by employing an additional elementary-level teacher.*
 - Social Needs
 - Students can get to know each other better
 - Encourage more participation
 - More opportunities to learn from peers
 - Students are more engaged
 - Academic Needs
 - Teachers can tailor instruction more individually
 - There is less disruption
 - There is more time for instruction
 - Students tend to be quieter
 - Emotional Needs
 - Teachers can offer more one-on-one attention
 - Students receive more feedback from their teacher
 - Students can't "hide" or "fall through the cracks"
 - Easier for teachers to identify any issues
 - More cohesive class culture
 - Teachers can form better and more personal relationships