

ARP ESSER III Use of Funds Plan

District Name:	Soper Public Schools
Superintendent:	Scott 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 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 an 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-person learning;

Soper Public School 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 2021-2022; 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, to respond to the needs of students disproportionately impacted by Covid 19.

- New HVAC units with air cleaners throughout the district
- Remodeling to increase air quality

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2. How the Lea will use 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 after school programs, or extended school year;

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- Possibly create a new elementary teaching position to address learning loss and support interventions
 - Smaller class sizes can be an evidence-based intervention
- Comprehensive school programs to address learning loss
- Provide research-based interventions for all qualified students
- Possibly supporting a summer learning program and/or enrichment program

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;

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- Salary and Benefits to assist in keeping class sizes smaller for increased social distancing
- Repairs to maintain a safe learning environment
- Purchase route bus to increase social distancing

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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.

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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
- Provide research-based interventions for all qualified students
- Contract with local/regional services, both public and/or private, to provide assistance to students who are undergoing social, emotional, and mental health needs
- Reduce class sizes to meet social, academic, and emotional needs
 - Social Needs
 - Students can get to know each other better
 - Encourage more participation
 - More opportunity 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