

ARP ESSER III Use of Funds Plan

District Name:	Friend Public School
Superintendent:	Jack Jerman
Phone Number:	405-224-3822

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;

Purchase Supplies for sanitizing and deep cleaning facilities to Prevent the spread of Covid.

Purchase Yellow Air-conditioned Route Bus for better air quality and flow, and to increase social distancing on the buses, to Prevent the spread of Covid and respond to Covid protocols.

Upgrade HVAC to improve filtration and air flow to prevent the spread of Covid

Installation of handicap equipment on a district bus to allow more students access to in-person learning, as a response to the district's policies on Return to Learn Covid Protocols.

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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 School 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 will budget more than the required 20% for these important activities. The details follow.

Reduce Class Size in First and Third Grades with extra Certified Teachers. These are critical grade levels for academic success in future grades because they are the first major instructional levels for Reading and for State Assessments, respectively. This was done in 21-22 school year as a means to effect learning loss for those who fell behind because of Covid.

Summer Remediation/Intervention Camps, including staff salaries, transportation of students, and supplies. This is a direct instructional approach to increasing one on one instructional time to close learning gaps due to loss of instruction because of Covid.

After School Tutorial Program. This after school time is used to provide more instructional assistance to students who are needing individual help to close learning gaps due to Covid.

Purchase of diagnostic and instructional programs: Exact Path, Gizmos, Alpha Plus in order to utilize more hands on, interactive approaches to instruction to close learning gaps due to Covid, and increase academic performance

Hire an additional Paraprofessional to increase instructional assistance for students who are at risk and have learning loss due to Covid.

Provide Hot Spots where necessary so students with no access can have internet to utilize on-line programs at home, when necessary, as a result of Covid.

Upgrade Technology, including Chromebooks for students, desk top computers for teachers and labs, interactive touch screen tv or boards, etc., as technology is an important tool to assist teachers, students, and parents, in addressing learning loss due to Covid.

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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.

Retention Stipend for all staff for the extra burden placed upon them in response to Covid, as previously approved by the SDE.

Sustain operations for in-person services, including paying existing personnel, transportation costs, etc., as allowable, as a direct result of loss of revenue due to the effects of Covid on both the usable funds of the school, and the increased costs of materials and supplies. This use of funds has been approved by the SDE.

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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

In response to social, emotional, and academic needs caused by the challenges of COVID 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.

In addition, the following responses will be implemented for students disproportionately impacted by Covid. Friend School identified Low Income students, Students with special needs, and minorities as the three groups disproportionately impacted by Covid. 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-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.

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Continuation of section 4.

- 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.