

ARP ESSER III Use of Funds Plan

District Name:	Antlers Public Schools
Superintendent:	Bryan McNutt
Phone Number:	580-298-5504
URL:	https://www.antlersps.com/

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;

Antlers Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID-19 impact on our district. The committee recommends to use these funds to lease and purchase route buses to increase social distancing along transportation routes. The committee also recommends to use these funds to maintain current staffing levels in order to keep sizes smaller for better social distancing. The committee also recommends using ESSR IIII funds to pay the district's property and liability insurance to assist in maintaining operations of the district in order for in-person learning to take place.

The Antlers Public Schools staff will participate in training and professional development on sanitation and minimizing the spread of infectious diseases. The LEA will develop strategies for implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Beginning of the year PD on COVID-19 and safety procedures for effectively maintaining the health and safety of our students and staff by confirmation of staff immunization. PD on technology training to improve Distance Learning.

ARP ESSER III Use of Funds Plan

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;

Antlers Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID-19 impact on our district.

Salary and benefits for a new position at Antlers Elementary for a reading interventionist allowing the district to effectively respond to the learning reading gaps and loss due to COVID-19. This specialist will work directly with the teachers to help them improve reading practices through evidence-based strategies in order to improve the academic achievement of all students while narrowing the achievement gaps of our students disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Salary and benefits a new position at Antlers Elementary for a transitional first grade to address learning loss that occurred due to school closure in March 2020, disruption of school during school year 2020-2021 and disruption that continue to occur. The transitional first grade will implement evidence based strategies in order to improve the academic achievement of students while narrowing the achievement gaps of our students disproportionately affected by the COVID-19 pandemic (student with special needs and economically disadvantaged).

Intensive summer school program for grades Pre-K-students. We are fortunate to partner with the Choctaw Nation of Oklahoma to provide summer school services for grades K-5th grade through their POSSE program. ARP ESSR III funds will be used to pay salaries and benefits of Pre-K teachers. This program will focus on individualized interventions to advance knowledge and skills for all students disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

The implementation of a before and after school tutoring program at all levels of the district throughout the school year in response to COVID-19. (Salaries and benefits for staff along with requisite supplies to operate a successful program). These programs will focus on standards-based individualized interventions to advance knowledge and skill for all students and to narrow the academic achievement gaps for students who were disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Professional development for staff utilizing learning programs (Edmentum and IXL) and implementing evidenced-based learning strategies allowing them to better utilize these learning tools. Their effective use of these programs will serve to make up for the learning loss created due to the COVID-19 pandemic. The effective use of these learning programs will help to ensure the academic achievement of all students while narrowing the academic achievement gaps of our students who were disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

ARP ESSER III Use of Funds Plan

Purchase of instructional material and technology across the district to address learning loss created by the COVID-19 pandemic. These materials will be used to provide learning experiences to help ensure the academic achievement of all students while narrowing the achievement gaps of our most disproportionately affected students affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

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

Antlers Public School plans to utilize ARP ESSER III funds to prepare, prevent and respond to the COVID-19 pandemic impact on our district. In order to maintain operations and continuity of services 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, the Antlers Public Schools will utilize the various approved funding in the following manner:

Maintaining current staffing to assist in keeping class sizes smaller for increased social distancing. ARP ESSER III funds will be used to for salaries and benefits for instructional staff.

Maintain operations and continuity of services by leasing/purchasing route buses to increase social distancing.

Maintaining operations and continuity of services using these funds to pay the district's property/liability insurance to maintain adequate fund balances for operation of the district .

ARP ESSER III Use of Funds Plan

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

Antlers Public Schools will ensure that interventions, including but not limited to those implemented under section 2001(e)(1) of the ARP Act addressing the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. To help with the social, emotional, and mental health needs of all students. Students that have been disproportionately affected will be identified using benchmark assessments from programs purchased by the district such as STARR reading and IXL. Teacher and counselor referrals will also assist in identifying students that have been academically affected by the COVID-19 pandemic.

Our academic achievement data indicates that all students were negatively affected by the COVID-19 pandemic. The academic achievement gaps 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 this funding to narrow these noted achievement gaps and to meet the unique needs of all the subgroups of students. Our economically disadvantaged students, our English learner students, our students living in homeless situations and our student with special needs were disproportionately affected by the COVID-19 pandemic in that they were less likely to be successful with distance learning. By maintaining in-person learning, providing after and before school programs, providing summer school programs, providing opportunities for improving teacher practices, we will be able to narrow existing achievement gaps and serve the unique needs of various subgroups of students.

Studies have shown that the COVID-19 pandemic has had a negative impact on the social and emotional well-being of all students. This is particularly so for students without strong support systems beyond their schools. By maintaining in-person learning, teacher and counselor referrals, and using benchmark assessments to identify students in need of additional resources: reading specialist, T1 class, and before/after school programs, we will be able to provide more support for the social, emotional and mental health of our students, particularly those disproportionately affected in this way by the COVID-19 pandemic.

ARP ESSER III Use of Funds Plan