



Sterling Public Schools

P.O. Box 158 400 Tiger Blvd.
Sterling, Ok 73567

John Pinkston, Superintendent
(580) 365-4307 Fax (580) 365-4705

Marty Curry, High School Principal
(580) 365-4303

Tasha Garrett, Counselor
(580) 365-4303

Trent Parrish, Elementary Principal
(580) 365-4166

Ronita Bridges, Treasurer
(580) 365-4307

ESSER III 'USE OF FUNDS' PLAN

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

Sterling Public School budget for ESSER III funds is approximately \$308,005.96. Budgeted items and description (from pre-approved list) are-

-Custodial Staff salaries and benefits to keep the facilities cleaned and sanitized, budgeted \$42,049

-Window replacement for increased ventilation/air quality, budgeted \$46,500

-HVAC replaced in one classroom to improve air quality and ventilation, budgeted \$90,000.00

-Cleaning supplies, gloves, masks, and thermometers to reduce the transmission of COVID-19, budgeted \$6,515

-All items listed will be bid according to state law and regulations based and contracts awarded on the lowest competitive responsible bid.

-Salaries and benefits of two teachers. Two classes will split to increase social distancing creating a safer environment by inhibiting the transmission of COVID-19, budgeted \$77,193

2)How the LEA will use the funds is 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 enrichment, extended day, comprehensive afterschool programs, or extended school year;

Sterling Public School will reserve 20%, (approximately \$61,600.00) for services to address the academic loss due to reduced instructional time based on COVID related closure, quarantine of students and teachers, and guidelines issued by the CDC. Sterling will hire a reading and math tutor to address preliminary state test scores and the retention of academic progress during summer break. The school counselor will be available to facilitate the transitional process for social and emotional issues creating by changing grades, classrooms, teachers, and even school sites. Students can continue to recover and close the gap at home through online resources that are made available through the purchasing of licensing for remedial programs in core academic areas, parental involvement and engagement during the time a student is away from school and how parents can access online programs for their children. Technology surveys have been addressed and parents will be provided technology capable of accessing the internet-based programs and WIFI hotspots will be available for students that do not have internet in the home.

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

Additional technology such as Chromebooks, Ipads and hotspots, will be purchased to ensure students have access to online resources away from the school. This will address extended day services and even year around services. Parents will have the ability to check out equipment from school and have access 24/7 to programs and resources purchased for the purpose of at-home learning. Online curriculum will be purchased with the 20% set-aside (out of the \$90,000.00 listed above) to address learning loss, particularly for those negatively impacted by COVID that may be economically disadvantaged, low-income, in foster care or homeless, and students with disabilities. Outreach and service delivery will be made available to all students without discrimination. The majority of these funds are being utilized to close the learning gap and to create the safest learning environment possible by appropriate sanitization and by inhibiting the transfer of COVID-19

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

During the school year, counselors will be on-site to visit (interview) with students and parents about the impact of COVID on their financial wellbeing, living situation, additional family members currently displaced living in the home, and any other topic that may affect the academic, social, emotional, or mental health of a student. Additional educational technology resources may be needed and loaned from the school to those experiencing a hardship due to conditions created by the pandemic.

Students who are of low socioeconomic status will be provided hotspots for connectivity as virtual learning becomes a necessity. Ensure the parents are aware of the National School Lunch Program where they qualify for free breakfast and lunch to meet their quality of life needs. The students emotional and mental health needs will be provided by school counselors or referred to professional support through agencies.

Special education teachers will be available throughout the year to review IEP information, update records accordingly, and have face-to-face meetings with parents that may have been delayed due to COVID, quarantine, or lost instructional time. Open new opportunities for these students to join clubs or organizations by removing barriers of students with disabilities. Emotional and mental health needs will be met through school counseling and or referring the parent and outside agency.

Tribal students will be given additional information such as 'hot to apply for tribal funds for technology', summer assistance program, economic stimulus money through tribal grants, and other relevant information that pertains to benefits that may be available to them. Engage families in the school's programs and organizations by establishing opportunities for the diversity of cultures to be highlighted, celebrated, and respected. Emergent needs will be met through school counseling and in some cases referred to agencies for support.

EL students will be provided instruction in their native language and transition to English as the year progresses. They will be provided evidence-based instruction and supports for unfinished learning. Families will be engaged to explore the opportunities of the school's programs and for the diversity of cultures to be highlighted, celebrated and respected.

Students experiencing homelessness will have every effort made on their behalf to obtain the records from previous schools in order that may receive full or at least partial credit for coursework already completed. Assess barriers to participate in clubs and organizations and outline plans to remove barriers for the inclusion of homeless students. Emotional and mental health needs will be met through school counseling and or referring the parent and outside agency.

Children in foster care will receive evidence-based instruction and supports when needed. Assess food security and provide additional nutrition when needed. Emotional and mental health needs will be met through school counseling and or referring the parent and outside agency.