

Whitebead Public Schools

FY24 ARP/ESSER III Use of Funds Plan

District Name:	Whitebead Public Schools
Superintendent:	Shea Thompson
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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;

The Whitebead Public Schools ARP-ESSER3 Consultation Committee has discussed possible ways the district can make the learning environment safe and healthy for students, teachers, and staff. With that in mind, and using the CDC’s most current guidelines to inform the decisions, these are the uses Whitebead Public Schools proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact:

Purchase additional cafeteria tables for greater social distancing in response to the effects of COVID-19.

HVAC unit replacements, repairs and refurbishing for better air filtration and air quality across the school district. This expenditure will allow for much better air quality and a safe and healthy environment for students and staff. Units are very old and do not afford classrooms with a safe and healthy space, especially given the risks associated with COVID-19 and the likely variants to follow.

The district will be purchasing Website management services to allow for a better website which will aid in communications to the community. The website management will also afford the district to meet the additional language needs of the Hispanic population being served by the district as well as meeting the needs of other entities that might have been disproportionately affected by COVID-19. This service is critical for all district communications.

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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;

These funds will be utilized to determine individual student and grade level learning gaps or loss due to COVID-19, and then to address such loss through research-based interventions and programs. As such, the following are recommendations from the Consultation Committee:

After School Tutoring Program throughout the school year to address learning loss due to COVID-19.

Hiring an ELL teacher to deal in a more targeted manner with the COVID-19 related learning loss of ELL students in the district. ELL students make up almost 20% of our student population which further necessitates this expenditure. The ELL teacher will also be available to support after school and summer school intervention programs with ELL students.

Hiring an instructional coach to provide extra support to all instructional staff as they strive to effectively deal with learning loss due to COVID-19. This individual will be a critical piece in our efforts to maximize ESSERIII funds while impacting all students by affecting their teachers.

Purchase additional technology (computers, monitors, laptops, interactive whiteboards/monitors, etc.) for use in the classroom for instructional purposes. The additional technology will allow us to better facilitate virtual learning and improve instruction within the classroom. Both of which will address the learning loss of students due to the effects of COVID-19.

Purchase of key instructional software and materials to address the learning loss associated with COVID-19. More specifically we plan to purchase IXL, Renaissance Place, Brain Pop, SeeSaw, and Edmentum as supplemental resources that will support all learning loss efforts within the classroom and virtually if needed. Additional software may be purchased to complement the aforementioned packages as determined by the district.

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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; and

Whitebead Public Schools plans to utilize ARP-ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID 19 impact on our district. In order to maintain operations and continuity of the district 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, Whitebead Public Schools will utilize the various approved funding in the following manner:

In order to maintain operations and continuity of the district in either direct preparation for, to prevent, or in response to COVID-19 the district needs to pay for the increased costs of Property and Casualty Insurance along with other required Insurance Policy Coverages. All required insurance coverages have seen a very large increase from FY20 to FY24. The increase in this cost has created an undue burden on the district and the use of ARP-ESSERIII funds to offset the increase is critical for the district's fiscal stability.

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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

Whitebead Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID 19 impact on our district. The consultation committee recommends the following to meet 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:

Whitebead Public School demographic breakdown is as follows:

Total Student Population – 314

Native American – 29 – 9.2% of total student population

Hispanic/Latino – 88 – 27.92% of total student population

Special Education – 45 – 14.3% of total student population

Free/Reduced – 218 – 69.43% of total student population.

Native American students will receive push-in support from Language Arts teachers and paraprofessionals during the regular school year. As with all other students, we will continue to use pull-out academic support in the area of reading to further address the needs of this subgroup. The district will also utilize Title VI dollars to support those students with additional instructional support during the school day as well as various counseling services that may be unique to their needs.

Hispanic/Latino students will be provided additional support through the ELL instructor being funded through ESSER3 funds. The instructional offerings and support will address their specific learning loss issues unique to that subgroup. All core subjects staff members receive professional development specific to the needs of these students providing those professionals with additional strategies to serve those students in a manner that will best address their needs. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student.

Additional support for special education students during the regular school year will involve additional instructional time and specific strategies in keeping with IEP's. Special education teachers and paraprofessionals will be critical in supporting these students and their learning loss. Regular education professionals serving these students are working closely with the special education teachers to support all efforts to address the learning loss of special education students.

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Low-income students make up almost seventy percent of our student population so everything that we do centers on serving these students. Continued push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup in the critical area of reading. Pull-out instruction in reading will be utilized, when necessary, based upon the individual needs of the student.

Subgroup	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Native American	All items listed in section #2 as well as the items listed in the above narrative.	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services
Low Income	All items listed in section #2 as well as the items listed in the above narrative.	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services
Special Education	All items listed in section #2 as well as the items listed in the above narrative.	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services
Hispanic/Latino	All items listed in section #2 as well as the items listed in the above narrative.	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services	All items listed in section #2 as well as district counseling services