**Revised FY 24**

|  |  |
| --- | --- |
| District Name: | Gracemont Public Schools |
| Superintendent: | Cary Myers |
| Phone Number: | (405) 966-2233 |
| URL: | www.gracemont.k12.ok.us |

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; |
| *Gracemont Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. After receiving input from all faculty and many stakeholders throughout the community, our Board has approved a Return to Learn plan aligned to State and CDC guidelines for preventing the spread of COVID within our schools and provide in-person learning for our children. However, we must plan for cases in which students may no longer be available for in-person instruction due to infections and/or quarantines, so distance learning strategies are still ready to be implemented as needed.*  *Prevention and mitigation expenditures of ESSR III funding will focus on cleaning/disinfecting supplies and maintaining the district’s current level of insurance coverage to address facility needs and maintain a safe environment in which students learn. In addition, funding will be used to improve air ventilation in areas that are not currently ventilated with HVAC systems. Specific purchases will include ventilation fans and installation to not exceed $10,000.( discontinued)* |

|  |
| --- |
| 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; |
| *Gracemont Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. The district has received overwhelming input from the community in support of the strategies described below. Input was received during two whole-community sessions, faculty meetings, and committee meetings that involved over 100 people in the small rural community.*   1. *We will emphasize strategies to establish much needed core skills among our elementary student population. All students in grades K-6 will be assessed three times each year to determine specific learning needs in math and reading. Needs will be address during the regular school day and additional instruction and remediation will be provided during after school programs, before school and during a summer enrichment program. (Item deleted) Remediation will be available to all students after school each day in addition to activities that support the student’s social and emotional well-being. In an effect to address social/emotional needs, ESSR funds will be used to support whole-class and individual sessions with a licensed counselor throughout each week. The counselor will recommend specific strategies to implement during the after school programming to assist with emotional support.* 2. *Core subject teachers in the high school will identify individual students who need credit recovery or additional support due to the impact of COVID 19 and/or distance learning. Students identified will be provided additional remediation before and after school to meet the needs of individual students. We have students who attend college classes and voTech courses off campus, so a flexible schedule is needed to address individual needs at different times.* 3. Specific purchases will include purchasing technology to address learning loss. We will use this to gauge student’s knowledge of the curriculum pre- and post-lessons. We will also use it to address literacy gaps among students and expanding our learning environment. 4. Purchasing of student technology resources such as computers, software and payment of an annual IT Maintenance contract to support and maintain increased technology within the schools. |

|  |
| --- |
| 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 |
| *Gracemont Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. Gracemont is a small rural community that has experienced a significant decline in its student population. Input suggests that ESSR III funds will be very beneficial in helping the district to maintain current faculty to serve our student population and to assist with expenses related to technology-based virtual learning as needed. Therefore, a significant percentage of ESSR III funds will be utilized for salaries, technology needs and payment of district facility insurance to maintain a safe learning environment.*  *Specific purchases will include*   1. Pay the salary of certified staff to maintain a low student to staff   By utilizing low student to staff ratio, we will be able to connect and engage the student earlier and more often. It will also enable us to cultivate a student learning environment more conducive to learning.  We will also be able to implement intervention processes earlier which will help us to retain and engage students at a more productive rate. |

|  |
| --- |
| 1. 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   *Payment of certified teacher salaries/benefits to maintain current staffing levels.* |
| *Gracemont Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. We know, especially during the 2021 school year, we have many students whose core content skills declined based on formative assessments used in our schools. District teachers use research-based formative assessments to monitor student academic levels and needs throughout the school year. The assessments are administered in grades PK-8 and provide teachers, students and parents with very specific strengths and weaknesses to help determine and focus instructional needs. For instance, the after school program will use the data to provide remediation based on the data for each individual student, including those students on IEPs, our significant population of students who live at the poverty level, and our Native American (40%) population. We know the pandemic has also had an economic impact on many of our families, so based on feedback from families, after school strategies will also benefit many parents who work after school hours. Those parents know their child, especially those at the elementary level, will have a safe place to go, will receive additional academic support, and will engage in activities to benefit social/emotional well-being. Social/emotional needs will be identified through who-class and individual sessions throughout the school week. (Gracemont Schools does not have ELL students at this time).*  *Specific purchases will include the payment of teacher salaries and benefits to maintain current levels of staffing in the district.* |