

How will the funds 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-person learning?

Purchase of a Parent Messaging system to improve parent communication in case of school closure or health/safety concerns.

Due to the increase in school insurance since COVID, the district will be setting aside funds to help offset this increase.

How will Sequoyah Schools use the funds it reserved 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?

Each building has developed strategies to address loss of learning for students. The High School provides before-school tutoring and uses Edgenuity to help students earn credits and fill in skill gaps due to COVID. The Middle School is purchasing Exact Path to assess students and provide individualized learning paths for each student. In addition, tutoring is provided before school and throughout the school day. The elementary provides after-school tutoring. The elementary will be purchasing Handwriting Without Tears for PK-3 and Buckle Down grades 3-4. Both of these programs will be used within the school day and be used as summer practice for students. We have contracted with a counselor to serve students throughout the district with re-adjusting to the school setting and dealing with stressors due to COVID.

How will Sequoyah Schools spend its remaining ESSER III funds consistent with the uses authorized in section 2001(d)(2) of the ARP act?

Sequoyah Public School has budgeted funds for the following authorized uses:

The costs of school insurance has almost doubled since COVID. The district will use some of the ESSER III funds to offset this cost. This will allow the district to maintain operations.

How will Sequoyah Public School ensure that the interventions it implements 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?

Sequoyah Public School is committed to providing high-quality, equitable education services to its students and families. Our teachers are continuously working with children who are exhibiting learning loss, social-emotional difficulties, etc. as a result of school interruptions and the impact of COVID-19. Our individual building plans have identified measurements to determine whether their interventions are successful. Our population is close to 40% Native American and our staff works with the Indian Ed Coordinator to make sure our NA students have the resources they need to be successful in school. SPS has Chromebooks available for checkout to assist those families who have multiple children and not enough devices, children in foster care, low-income students, etc.

	Amount
Allocation	
Learning Loss Set Aside	\$59,428.36
School Insurance (OSIG)	\$33,827.96
Community Relations Services (Messenger Service)	\$1,980.00
Indirect Cost	\$2,399.96
Total Expenditures	\$ 97,636.28