

**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 of health/safety concerns.

Funds have been reserved to purchase and update HVAC systems to provide better air flow and filtration to help keep the air safe for our students and staff. In addition, additional funds for maintenance have been set aside for extra cleaning supplies, masks, sanitizer, and the cost of extra cleaning within buildings on campus.

**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 has rearranged their daily schedule to give students additional time to work with their teachers to recover skills lost. High School students are not typically available before or after school due to extracurricular activities and work. This strategy allows us to reach the maximum number of students. The Middle School is purchasing Exact Path to assess students and provide individualized learning paths for each student. In addition, tutoring is provided and a summer academy will be provided. The elementary provides tutoring and summer academy.

**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:

Increased need for cleaning supplies due to additional cleaning to mitigate COVID-19.

Improving school facilities to reduce risk of transmission and exposure. This includes improving heat/air conditioning to increase air flow and reduce transmission of viruses.

**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
<b>Allocation</b>	
Learning Loss Set Aside	\$57,000.00
Maintenance (AC, etc.)	\$25,490.97
Community Relations Services (Messenger Service)	\$2,000.00
Indirect Cost	\$2,235.92
Operations	\$ 86,726.89