



Warner Public School

1012 5th Avenue, Warner, OK 74469

918.463.5171

ARP ESSER III USE OF FUNDS PLAN

District Name: Warner Public School
Superintendent: David Vinson
Phone Number: 918-463-5171
URL: https://www.warner.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 an 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;

Funds will be used to hire additional teaching staff to reduce the class size and offer additional support in 1st, 2nd, 3rd, 4th, 5th and middle school. Smaller class size will help prevent the spread of COVID. Our goal is to have our students further apart, placed in pods and other strategic measures to ensure additional safety from close contact to others. Having smaller class sizes will also address the academic impact of lost instructional time by allowing for more small group evidenced based interventions. Any additional and remaining funds will be put towards class size reduction as WPS feels that providing evidenced-based interventions is one of the best ways to address academic learning loss. In an effort to meet the needs of our underserved populations such as students from low-income families and students with disabilities, this will also be one of our primary focuses with smaller class sizes.

Funds will be used at WPS to purchase building materials. Expansion of the 6-8 grade classroom is ongoing. Our goal has been to place students further apart to ensure safety from close contact to others.

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Electrical work is still happening in add'l rooms. This will allow WPS to follow the most recent CDC guidance to ensure the safety of our students.

Funds will be used at WPS to have HVAC repairs and replacement, remove carpet and replace with laminate. This will continue to improve air quality and replace surfaces for deeper cleaning to prevent the virus from spreading. Easier to clean & keep clean. This will help WPS to stay open and operate a safe place for in-person learning.

Funds will be used for TV's and installation to additional classrooms and libraries as well as an intercom system used for notifications in case of emergencies related to COVID. This will also prevent direct contact between individuals.

We will purchase Janitorial supplies to ensure that supplies are purchased to sanitize and clean facilities and buildings. WPS will use funds to hire additional janitorial staff so that buildings are clean and sanitized.

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 after school programs, or extended school year;

WPS will hire additional teaching staff to reduce the class size and offer additional support in 1st, 2nd, 3rd, 4th, 5th and middle school. According to [greatschools.org](https://www.greatschools.org) (2014), students make gains when there are less than 20 students in a class. Younger students have shown to make higher gains from lower class sizes. Warner Public School has added 6 new teachers at the Elementary (PK-8th) level. This allowed all classes at less than 20 per class. Most classes will average 15 students per class. Any remaining fund will also be put towards this effort. Small class size along with using research based practices and curriculum will address the needs of academic loss.

WPS has focussed on professional development of teachers to address the needs of students at Warner. By having smaller class sizes and additional training, teachers are focussing more time in small groups, providing research based interventions along with using their training in LETRS to help all students.

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

Warner Public School will spend its remaining funds on hiring staff to reduce the classroom size. Warner will also spend remaining funds on additional janitorial staff. These expenses will help Warner remain clean and sanitized to ensure the safety of our students. The classroom size reduction will help Warner Public School the opportunity to provide research based interventions with students in order to make academic gains in all subject areas. WPS also is sending 14 staff members to the LETRS training as a professional development opportunity to help students make gains, provide small group interventions and evidenced based practices to help students advance academically.

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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

In order to meet the needs of students that are English Learners, we have provided additional professional development to the teachers on helping students who are identified as EL. We have 14 staff members who are receiving ongoing professional development specifically with helping students learn to read. This PD also focuses specifically on English Language Learners.

In order to meet the needs of students that have disabilities, we are using a research based program through Orton Gillingham to help these students work towards getting on level. This program is specifically designed for students with learning disabilities and dyslexia.

WPS has implemented a process for students from low income families and students who are identified as homeless. Teachers are trained on identifying students who meet the criteria for each and if there is a need identified, teachers follow this process in order to provide interventions for these students that include but are not limited to clothing, food, academic assistance, etc.