

Pioneer Public Schools

REVISED FY24 ARP/ESSER III Use of Funds Plan

| | |
|-----------------|--|
| District Name: | Pioneer Public Schools |
| Superintendent: | Brian Keith |
| Phone Number: | 405.224.2700 |
| URL: | www.pioneerk8.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;

The Pioneer 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 Pioneer Public Schools proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact:

No expenditures will be made in this category.

Pioneer Public Schools

REVISED FY24 ARP/ESSER III Use of Funds Plan

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:

In response to and to prepare for the effects of COVID-19 the district needs to purchase benchmarking and other diagnostic and instructional software to best identify the gaps in learning and implement the appropriate strategies to address said gaps.

Purchase new Reading curriculum to include online capabilities and other supplemental materials with new evidence based instructional/learning methods so students have a constant learning flow. Such evidence based instructional/learning methods will support district efforts to address the learning loss associated with the effects of COVID-19. ESSER funds will only be used to purchase textbooks after the state allocated textbook funds have been expended.

The above expenditure will allow the district to focus on addressing the learning loss more effectively due to the COVID-19 pandemic and to narrow the achievement gaps of our students who were disproportionately affected by the COVID-19 pandemic (students with special needs, EL, and economically-disadvantaged students). The strategies associated with the expenditures will allow us to not only identify the learning loss areas, but it will identify all groups, especially those that might be disproportionately affected by COVID-19 and their specific gaps.

Pioneer Public Schools

REVISED FY24 ARP/ESSER III Use of Funds Plan

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

Pioneer 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, Pioneer 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.

In an effort to respond to the lost learning resulting from COVID-19, our district needs to provide a hiring and retention stipend for all our employees. This is being put forth in order to better position our district to hire new employees and retain existing employees. Due to our remote location and the overall lack of qualified people throughout the state we are facing a shortage of available employees and must take any steps possible to be more competitive in our search for new employees.

Pioneer Public Schools

REVISED FY24 ARP/ESSER III Use of Funds Plan

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

Pioneer 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 recognizes that all aforementioned expenditures will serve all students and position the district to meet not only the academic needs of students but their emotional and mental health needs as well. It is both our desire and our understanding that we meet the needs of the whole child regardless of their situation. Again, we believe that what we have put forth within this ARP/ESSERIII budget will meet all the needs of all the students that we serve. Furthermore, other federal and non-federal district funds have and will be used to support all efforts to ensure that the district is meeting the academic, social, emotional, and mental health needs of all students, especially those that may be disproportionately impacted by COVID-19.

Our academic achievement data, although it continues to be among the best in the state, indicates that all students were negatively affected by the COVID-19 pandemic. The academic achievement gap between our overall student population and our students with special needs and our economically-disadvantaged students has widened as a result of the COVID-19 pandemic. We intend to use this funding to narrow these noted achievement gaps and to meet the unique needs of all subgroups of students. All students will benefit from having an improved healthy environment that fosters the reduction of the spread of airborne viruses such as COVID-19. Our economically-disadvantaged students, our English learner students, our students living in homeless situations, and our students with special needs were disproportionately affected by the COVID-19 pandemic in that they were significantly less likely to be successful with distance learning. By utilizing the different strategies associated with the Use of Funds plan and those strategies already in place prior to the pandemic, we will be able to narrow existing achievement gaps and serve the unique needs of various subgroups of students.

Pioneer Public Schools demographic breakdown is as follows:

Total Student Population – 353

Hispanic/Latino – 40 – 11.3% of total student population

Native American - 14 – 3.96% of total student population

Special Education – 48 – 13.6% of total student population

Free/Reduced – 163 – 46.18% of total student population.

Pioneer Public Schools

REVISED FY24 ARP/ESSER III Use of Funds Plan

Native American students will participate in and benefit from all intervention strategies utilized by the district to address their specific learning loss issues. Strategies such as push-in support from Language Arts teachers and paraprofessionals and pull-out academic support in the areas of reading and math to further address the needs of this subgroup. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.

Hispanic/Latino students will participate in and benefit from all intervention strategies utilized by the district to address their specific learning loss issues. Push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.

Special Education students will also benefit from all intervention strategies the district uses to address their specific learning loss issues per their IEP's. Additional support for these 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. These professionals will be actively involved in supporting the students in their additional instructional time. 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.

Low-income students make up less than half of our student population regardless of everything that we do centers on serving these students. This subgroup will participate in and benefit from all intervention strategies utilized by the district to address their specific learning loss issues including those outlined by the ESSER3 Use of Funds plan. 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 both reading and math will be utilized, when necessary, based upon the individual needs of the student. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons as well as career counseling in keeping with our ICAP efforts.