

ARP ESSER III Use of Funds Plan

District Name:	Madill Public Schools
Superintendent:	Larry Case
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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;

Madill Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/or Respond to the COVID-19 impact on our district. The committee recommends utilizing the funds to provide sanitization products for both students and staff as well as supplies or support necessary to encourage the use of person distancing. These sanitization supplies will be readily available and used daily to help prevent the further spread of COVID-19. The district will work to the greatest extent possible to follow CDC guidance while following best practices to ensure the safety of our students and staff. Madill Schools will work to distance students as best as possible in certain areas of our campuses. Student school supplies will be individualized and not shared in an attempted to prevent the spread of illness. Lunch times will be staggered when warranted to help facilitate a better distance between students. Outdoor seating areas will be updated and additional seating added that will be used during lunch or meals in order to reduce transmission of COVID-19 and other illnesses. Additional custodial staff will be employed to ensure that we are providing a clean, sanitary environment that is working to prevent the spread of COVID-19. Old carpeting will be replaced with tile in classrooms and other areas to provide a more suitable service to disinfect and sanitize. Sneeze guards and other protective measures will be put into place in all main offices as well as libraries to further promote the safety of students and staff at Madill. Additional security cameras will be provided both indoors and outdoors at every site in order to assist with contact tracing. This strategy will allow our district to better prevent the spread of the virus. It is our belief that by utilizing these safeguards and taking precautions that we can operate safely and continue our year with in-person learning for our students.

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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;

Madill Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/or Respond to the COVID-19 impact on our district. The committee recommends the following to address learning loss.

*Additional staff that can be utilized to address with the social emotional aspect of student learning. This would include the employment of an additional counselor to be housed at the middle and high school as well as a school psychologist. An additional part time person will be but in a position at the elementary site to address the younger student with social emotional needs. Necessary supplies and materials needed to facilitate social and emotional needs will be provided through these funds. Addressing the social and emotional needs of our students will enable us to close the gaps by creating healthy coping strategies that students may utilize. A healthier mindset will allow for more authentic learning opportunities. The school psychologist may also assist with our district testing needs as well as providing support and assistance needed for students struggling with behavior.

*Provide additional certified and support staff to assist in providing smaller class sizes. While providing instruction to smaller classes, this may also address the loss of learning and provide students with further opportunities to close the achievement gap. These additional personnel may also assist in providing students with opportunities to increase our test scores by providing additional remediation to students struggling in core academic areas.

*Provide both instructional and non-instructional coaches to assist teachers, parents, and students with online learning platforms, district notification systems, and student databases. This will allow for a greater instructional delivery for both virtual and in-person to take place across the district. These additional personnel may also assist with opportunities to increase our test scores by helping teachers to better utilize learning resources that are in the district. Also, these personnel may bridge the communication gap between the district and parents, allowing for information to be more easily disseminated and understood regarding student academics.

*Tutoring programs that include after-school and summer school. These programs will address the learning loss that has been identified and addressed within our Comprehensive District Academic Plan. These tutoring programs will be staffed with highly qualified individuals that are currently serving in our district instructional programs. These funds will allow the instructional staff to teach students using innovative and fun lessons to address the learning gaps. These programs will be robust and provide not only remediation in the areas of reading and math but will address the social and emotional aspect as well. School Counselors will be available during these tutoring periods to also provide emotional support and help teach coping skills.

*Online training and programs that can be used to addressed student needs. This includes research based online programs such as Odysseyware, Acellus, Waterford, and STAR Reading

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and Math. Training will be provided to teachers that use these programs to ensure that the program is used with fidelity and assists students in achieving measurable success. These programs will also ensure that equitable educational opportunities are provided to our distance learners.

*Chromebooks and iPads will also be purchased for instructional use. These will be provided to students to assist with providing access to the learning platforms that Madill uses. Specifically, iPads will be provided to the EL students to support instruction and provide resources in their native language if necessary. This technology will assist in closing learning gaps that currently exist in large part due to COVID-19.

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

Madill Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/or Respond to the COVID-19 impact on our district. The committee recommends spending the ARP ESSER III funds to renovate an existing facility to become a more inclusive multipurpose facility that will allow for better sanitization and the ability to socially distance students. This facility will enable our district to better serve our students with their physical and educational needs. Funds will also provide for the purchase of an SUV that will allow us to transport students more safely while avoiding a crowded bus setting. Two additional yellow buses will also be purchased to aid in the transportation of students and help to remedy overcrowding on buses. This will also assist in the prevention of COVID-19 by allowing for social distancing between students. These buses will also provide our district the opportunity to transport meals and distance learning materials should our district have to shut down due to widespread illness. The funds will also be utilized to replace existing outdated HVAC units with updated equipment that will improve the ventilation, purification, and overall indoor air quality within the school facilities. Other projects involving inspection, testing, maintenance, repair, replacement, and upgrade to school facilities including mechanical and non-mechanical heating, ventilation, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement will be funded through ARP ESSER III funds as well. Our district has many aging buildings that require plumbing, electrical, and HVAC repair. This funds will allow the district to encumber the expense in a timely manner in order to keep facilities in working order.

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

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Madill Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/or Respond to the COVID-19 impact on our district. The committee recommends the following to address learning loss in student subgroups consisting of our English Language Learners and Socio-economic Disadvantaged students.

The employment of additional staff to address the social-emotional needs of our students is one area in which we are focused as a district. We have a large population of Hispanic students in our district and we know we can better meet their needs. Targeting our English Language Learners which are comprised of mainly Spanish speakers, the additional staff would require the use of a bilingual counselor. This counselor would be able to bridge the gap between students and families so that we may better facilitate learning of the whole child.

The addition of a school psychologist would enable our district to further address needs of our Socio-economic Disadvantaged students by further understanding the situations that impact our students' lives outside of the classroom. This person can provide training to staff members, making all more sensitive to the effects that COVID-19 has had on our students and their families. They may also make plans to transition students back to in-person learning from distance learning when warranted. By addressing the needs of student and staff mental health awareness, we can slowly begin to find more purpose and help guide students toward healing or understanding.

Learning loss in our students that is seen throughout the district at all levels will be addressed in these subgroups through the use of research-based programs such as Odysseyware, Waterford, STAR Reading and Math, and Acellus. These programs will provide equitable opportunities to all learners, whether in-person or distance, to ensure that we are meeting the needs of all students. Chromebooks and iPads will also be purchased with these funds to assist in providing access to these programs. Highly Qualified Tutors will be available to students at all levels to address specific gaps and areas in which a student might struggle. A robust summer program will be arranged in order to meet the needs of the students and families in the district. This summer program will encompass all areas and needs of students, not just academics. Socio-economic Disadvantaged students and English Learners will have high priority when applying to participate in the summer program. It is our desire to help all learners and we want to tailor our program to fit the specific needs of our students.

Two additional yellow buses will aid in the transportation of our students that lack transportation to in-person learning. These additional buses will allow for the opportunity for students to social distance when available. This transportation will also provide our district the opportunity to transport meals and distance learning materials to our English Language Learners and Socio-economic Disadvantaged students should our district have to shut down due to widespread illness.