

Caney Public School

American Rescue Plan (ARP) CARES III

Use of Funds Plan

The School district held a consultation Meeting for the use of ARP funds and the Safe Return to School Plan on Tuesday, June 22, at 5pm in the Main Office on the Campus of Caney School District. The meeting was an opportunity for the District to seek public comment on the Plans and to take those comments into account when developing the plans. After collaboration with stakeholders the District plans to use the funds in the following ways:

I. Prevention and Mitigation Strategies

Caney School District plans to use ARP funds to prevent Covid-19 by:

(a) Improving air quality. The HVAC units throughout the district are 20 plus years old. ARP funds will be used to install new, more efficient and better quality HVAC units with up-to-date and more effective filtering systems.

(b) Replace Doors and access Control systems – to improve air flow and keep students safe by controlling access to buildings.

(c) Contracting with a cleaning company to clean after-school hours to insure buildings are cleaned and sanitized on a daily basis to reduce the spread of Covid-19.

(d) Renovate storage rooms into classrooms to increase the space to accommodate for social distancing.

(e) Purchasing cleaning materials and equipment to help with the increase in the amount of cleaning and sanitizing due to Covid-19.

II. Addressing Learning Loss 2001 (e) (1) (20% of ESSER ARP Funds)

Caney School District will address the learning loss during school closure/student quarantine due to Covid-19 by:

(a) Enhancing the Before, After and Summer School Programs already in place in the District. This will include providing more certified and non-certified staff as tutors in the programs. A Reading Specialist will be hired to assist with students identified as needing intervention in Reading during the after-school and summer programs.

(b) Contracting with Instructional Coaches (Reading and Math) to assist teachers in identifying gaps in student achievement in reading and math, set goals and solve problems with curriculum and classroom strategies. The coaches will collaborate with teachers and administrators to develop curriculum, lesson plans, pacing guides and intervention schedules. Coaches will also assist teachers in conducting student benchmarks and analyzing student data. Coaches will mentor reading and math teachers for the purpose of improving math and reading instruction and building capacity in reading and math teachers.

(c) Reading Specialist will be hired to work with students who have been identified as needing intervention in reading. Reading specialist will use diagnostic assessments and monitor students reading progress and make recommendations to classroom teachers and administrators.

(d) Remedial Specialists will be hired to work with students needing remediation identified by using high-quality assessments that are valid and reliable. Specialists will assess student academic process and assist educators in meeting student's academic needs.

III. Caney Public Schools will spend its remaining ARP ESSER funds Consistent with the uses authorized in section 2001 (e)(2) of the ARP and will ensure that interventions, including but not limited to those implemented under section 2001(e)(1) of the ARP Act addressing the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students from disproportionately impacted by the COVID-19 pandemic, including students from low income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

(a) Provide professional development for using high quality assessments that are valid and reliable. Also provide professional development in the use of technology for distance learning.

(c) Upgrade the electrical system in the lower elementary building to provide the capacity for the increase in technology including devices and wireless access devices.

(d) Salary for a computer aide to assist parents, students and teachers with distance learning.

(e) Provide materials for reading and math Intervention.

(f) Purchase wireless access plans for students requiring access to the Internet during school closure and/or quarantine.

(k) Purchase a social Emotional (SEL) and character education curriculum for students.

IV. Response to academic, social, emotional and mental health needs of students.

The District has responded to the academic, social, emotional and mental health needs of the students by:

Subgroup	Academic Needs	Social Needs/Emotional Needs	Mental Needs
Low Income	Extended Library Hours Before, After and Summer school tutoring Reading Specialist and Certified teachers as Interventionists	21 st Century Program Enrichment activities Parent Nights (literacy, Science, game night) After school Enrichment – Art, Dance, Karate, Hunter Safety Classes, sewing, cooking etc...	Partnering with LPC on site for student needs Teacher PD on Brain Breaks Clothing and Food Closet
Students with Disabilities	Providing Extended School Year Summer Programs, Paraprofessionals	Providing adaptive outdoor activities/spaces Providing adaptive classroom seating Providing adaptive equipment	Calming room for de- escalation
Homelessness	Family Liaison hired through 21 st Century Transportation for After- School Program	Transportation to and from After School and Summer Programs	Clothing and Food Closet
Native American Students	Partnership with Choctaw Nation for college and career readiness	Family Events, Cultural Activities and fieldtrips Partnership with Choctaw Nation for SEL Programs for students.	Attendance Registrar to track attendance, discipline and grades Parent Liaison to assist parents with connecting to opportunities for students