

ARP ESSER III Use of Funds Plan

District Name:	Paden Public Schools
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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;

The Paden Public Schools ARP-ESSER3 Consultation Committee has met and discussed possible ways the district can make the learning environment safe and healthy for students, teachers, and staff. This committee was made up of committee members, including parents, tribal representatives, counselors, teachers, special services personnel, site principal, financial personnel, and administrators. This committee was informed about the requirements of how the district may use our ARP ESSER III funding. This committee reviewed and provided input for our Consolidated District Academic Plan, our Schoolwide Plans, our Family Engagement Policy, our Parent School Compact, and our Return to Learn Plan. This committee reviewed and provided input for our Consolidated Application, including Titles I, II, IV, and V as well as other federal programs. The input from these committee members about the use of ARP ESSER III funding was informed by an understanding of the use of other federal, state, and local funding as well as the allowable expenses of the ARP ESSER III funds. A great deal of the discussion centered on how to keep our students engaged in in-person learning and to make up for lost learning due the COVID-19 pandemic. Multiple instructional strategies were considered but the committee determined that very targeted evidence-based reading intervention and summer school would be the best ways to effectively serve students in our district. These suggested improvement strategies will be incorporated into our 20% set-aside focused on making up for lost learning and narrowing the academic achievement gaps of groups disproportionately affected by the COVID-19 pandemic, including our students with

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special needs and our economically disadvantaged students. The second major discussion at this meeting centered on how the district may use our ARP ESSER III funding to deal with student health and wellness and improve our facilities in a manner that creates a learning environment safe and healthy for students, teachers, and staff. The consensus of the committee members was that those students who were disproportionately affected by the COVID-19 pandemic were less likely to be successful in a distance learning environment. This insight has led us to prioritize maintaining in-person learning for our students. The input from this stakeholder committee has informed our priorities for the use of our ARP ESSER III funds: (1) improving overall instruction and narrow academic achievement gaps in the regular classroom, (2) making up for the learning lost as a result of the COVID-19 pandemic, (3) maintaining in-person learning, (4) create a healthy and safe learning environment, and (5) providing students with sound health and wellness classes. With that in mind, and using the CDC's most current guidelines to inform our decisions, these are the uses Paden Public Schools proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact:

HVAC replacements, repairs and refurbishing for better air filtration and air quality across the school district. This expenditure will allow for much better air quality and a safe and healthy environment for students and staff. Units are very old and do not afford classrooms with a safe and healthy space especially given the risks associated with COVID-19 and the likely variants to follow. (FY22 through FY24)

Purchase and installation of multiple water refill stations throughout the campuses to improve the health and well-being of students and staff. The addition of the water refill stations will also minimize the risk of transmission of infections of any kind. (FY22 only).

Installation of hard surface flooring across the district to allow for better cleaning and a more sanitary and healthier conditions in response to the effects of COVID-19.

Installation of additional security and safety equipment throughout the district to allow for much more appropriate and adequate contact tracing in response to COVID-19.

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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;

20% of Paden Public Schools total ARP funds (\$410,674.94) will be \$82,134.99. 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:

Intensive Summer School Program each June (Salaries and benefits for certified teachers and paraprofessionals. (FY22 through FY24)

Hiring a part-time Reading Specialist to provide enhanced reading intervention especially for students at the earliest grade levels. The Reading Specialist will use evidenced-based reading intervention strategies along with supplementary materials and software to aid in the evidenced-based reading intervention strategies. The states RSA specifications will guide our efforts to ensure students are making the progress necessary to meet and exceed state benchmarks.

Purchase standards-based learning programs (e.g., IXL, STAR Reading), to be used to make up for learning lost due to the COVID-19 pandemic. These programs will focus instruction and learning experiences on the OAS and other relevant standards to help ensure learning is standards-based in order to improve the academic achievement of all students while narrowing the achievement gaps of our students disproportionately affected by the COVID-19 pandemic (students with special needs and economically disadvantaged students).

Purchase of instructional materials across the district to address the learning lost due to the COVID-19 pandemic. These materials will be used to provide learning experiences to help ensure the academic advancement of all students while narrowing the achievement gaps of our students who were disproportionately affected by the COVID-19 pandemic (student with special needs and economically disadvantaged students).

All of these expenditures will allow the district to more effectively focus on addressing the learning lost due to the COVID-19 pandemic and to narrow the achievement gaps of our students who were disproportionately affected by the COVID-19 pandemic (student with special needs and economically disadvantaged students).

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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

Paden 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, Paden Public Schools will utilize the various approved funding in the following manner:

Much of the remaining 80% of the non-learning loss funds were highlighted in section one of the use of funds plan. Those were as follows:

HVAC replacements, repairs and refurbishing for better air filtration and air quality across the school district. This expenditure will allow for much better air quality and a safe and healthy environment for students and staff. Units are very old and do not afford classrooms with a safe and healthy space especially given the risks associated with COVID-19 and the likely variants to follow. (FY22 through FY24)

Purchase and installation of multiple water refill stations throughout the campuses to improve the health and well-being of students and staff. The addition of the water refill stations will also minimize the risk of transmission of infections of any kind. (FY22 only).

Installation of hard surface flooring across the district to allow for better cleaning and a more sanitary and healthier conditions in response to the effects of COVID-19.

Installation of additional security and safety equipment throughout the district to allow for much more appropriate and adequate contact tracing in response to COVID-19.

In addition to these items the district plans to utilize ARP-ESSERIII funds to respond to COVID-19 as follows:

Hire a full-time health and physical education teacher. This person will provide much needed health and wellness instruction for students at the elementary and secondary level well above what we have been able to do in the past. This certified teacher will implement a sound curriculum focusing on the physical and mental health of students.

Costs associated with district Property, Casualty, and Liability Insurance to ensure the safety of students and maintain the operation of and continuity of services of the school district and continuing to employ existing staff.

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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

Paden 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, especially those that are disproportionately affected by COVID-19 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 data 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, 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 maintaining in-person learning, providing targeted reading intervention, providing summer school programs, and improving teacher practice, we will be able to narrow existing achievement gaps and serve the unique needs of various subgroups of students.

By maintaining in-person learning and implementing the various strategies we have referenced, we will be able to provide more support for the social, emotional, and mental health needs of students, particularly those disproportionately affected in this way by the COVID-19 pandemic.