

Mangum Public Schools is using an on-going multi-layered approach to seek public input regarding the use of ESSER funds. The executive committee met to identify the top priorities for the district. Simultaneously, the district teachers, parents, and community groups were charged with identifying needs of the district. As these needs are identified, public input is sought utilizing the Mangum Board of Education to synthesize and provide final approval for any projects that have been or will be identified.

Initially, the following projects were identified as top priority post COVID:

1. To identify a more suitable facility to for the Pre-Kindergarten (PK) four year old program. The PK is a full day program open to all residents. It is currently housed in portable classrooms on the campus of Edison Elementary School. The buildings are in a pod and each open to the outside, without a common hall. Students must go outside to transition between classrooms, bathrooms and/or to the cafeteria. Furthermore, the air quality in the portable buildings is not ideal for a safe and healthy learning environment post COVID.
2. To provide a Summer Enrichment program to all students in the district in an effort to combat the effects of COVID. This program will seek to improve reading and math skills in students PK-5, utilizes technology based instruction to meet the needs of students in 6-8, and concentrates on credit recovery for students in grades 9-12. Additionally, the district will provide meals and snacks for students, while supporting the social and emotional recovery as a result of COVID.
3. To address cross contamination by limiting, to the greatest extent possible, the number of buildings each grade level utilizes. Mangum School MS, JH and High School buildings are on one campus site and students utilized various buildings throughout the day depending on what teacher or subject was being taught. By limiting students within certain grade spans to only utilize certain buildings, it is believed it will not only reduce cross contamination of a virus such as COVID, but it would also aid in the social and emotional development of students who may be intimidated by crossing paths with older students or fraternization amongst students several grades apart.
4. To enhance the learning environment and create a safe and healthy atmosphere for learning that is adaptable to all students in the aftermath of COVID. This includes, but is not limited to replacement or the addition of HVAC units, remodeling to update the atmosphere of the learning environment, upgrading the bathroom facilities and water fountains. Enhancing handicapped access to all facilities on campus.
5. Enhance student services to address the needs of each student who has been affected by COVID and the pandemic. This includes the addition of a reading specialist, special education teacher(s) and paraprofessional(s), counselor(s) and or social worker(s).

#### #1 – Address the need for a PK Facility

Once the need for a new location for PK was identified, two teachers contacted administration with an idea: Change the 5&6 Middle School Building to an Early Childhood Center to house PK & Kindergarten (K). By moving the K out of Edison Elementary, there would be room for 5<sup>th</sup>

grade to move back to Edison Elementary and 6<sup>th</sup> to move to the Junior High Building, thereby creating a true Middle School 6-8.

This idea was accepted by the executive committee and proposed to the Board of Education in a public meeting. The idea was approved, as it solved project #1 and also provided the foundation to address project #3, cross contamination. The building was originally the Junior High. The structure of the building is sound, but it does need a roof re-coat, energy saving windows, remodeled bathrooms to accommodate handicapped students and fixtures for Early Childhood sized students. The building has HVCA, but it will need some replacement and enhancements to improve air quality. An appropriate playground would be installed to enhance play to learn opportunities. This would address the needs of the district to combat COVID and enhance learning opportunities post COVID.

### #2 – Provide a Summer Enrichment Program

A Summer Enrichment Program to remediate the lost instruction and educational opportunities as a result of COVID was approved early in the Spring semester. Realizing that students were falling behind, the executive committee identified this as a need and presented it to the Board of Education for approval. The voluntary program is heavily utilized by the elementary students, while most of the older students are participating so they can advance grade levels or obtain credit for classes that were incomplete or not satisfactorily completed by the end of the traditional school year.

The Summer Enrichment Program utilizes certified teachers to provide the instruction. The program runs each morning, Monday-Thursday during the month of June. A theme was adopted by the staff to enhance reading and math in PK-5, with 6-8 utilizing technology to fulfill the lost instruction. 9-12 is credit recovery coordinated through the High School Counselor and Principal.

### #3 – Preventing Cross Contamination

Maximizing each building on campus to prevent cross contamination is a concept that changes the “way things have always been.” As a result of COVID, the administration identified that students were going to teachers and teachers were stationed where they had always been. Let’s assume that our best High School Science teachers’ schedule allowed them to pick up a 7<sup>th</sup> grade general science. Obviously, they were qualified to teach the course, but the 7<sup>th</sup> grade had to go to the HS building for the class. Likewise, maybe the 9<sup>th</sup> grade Algebra teacher was in the Junior High Building, but when it changed to a Middle School Concept and 9<sup>th</sup> grade went to the High School, they stayed in their old classroom so we have all high school students going to the middle school building to class.

To combat COVID and prevent cross contamination and fraternization among various ages, Mangum Schools is needing to refurbish areas of the building that were used as storage rooms, back into classrooms so each building can be antonymous to the greatest extent possible. As a

result, remodeling such as adding handicapped accessibility may be necessary in the bathrooms and throughout each building. The MS will become the Early Childhood Center, PK-K; Edison Elementary will house 1-5 grade and the Ray Hogan JH will be converted to the Ray Hogan MS and will house grades 6-8.

Additionally, additional transportation was identified as a need to lower cross-contamination and address the effects of COVID on our school system. Currently, the fleet of busses and student transportation vehicles is not adequate to meet the requirements of social distancing or even best practices. Additional transportation is necessary to meet these needs.

#### #4 – Improvements to the learning environment

COVID highlighted the need for extensive cleaning and a safe, healthy learning environment. ESSER funds will be utilized to enhance the learning environment and provide students a safe and healthy place to learn. In addition to normal painting and remodeling throughout the classrooms on campus, several areas have already been identified as areas of improvement: 1) moving the band room out of the MS Building and into an area that will not be bothered by loud sounds. Currently the band room is connected to the Ray Hogan JH Building and it is difficult for students to concentrate while Band is practicing. 2) Remodeling the Avery Activity Center to accommodate handicapped participants. This includes restrooms, water fountains, viewing areas, re-covering the roof, addition of HVAC. 3) Renovation of Edison Elementary and Ray Hogan Middle School to accommodate additional student services, ie. Counselors, Reading Specialist, Social Workers, IDEA services.

#### #5 – Enhanced Educational Support Services

As a result of the past cuts to educational budgets, support services such as counselors, social workers, reading specialists, special education teachers and paraprofessionals have been reduced or eliminated. As a result of COVID a need exists to support our students on a social and emotional level. ESSER III funds will be utilized to establish new support services for students and families that have been impacted by COVID.

#### ***Utilization of an ongoing approach***

***This is the initial plan as established from parent, teacher, administrative, and community input; however, this is only an initial ongoing approach. A community meeting will be held at the end of June, 2021 seeking additional input. Furthermore, the Board of Education as a governing body is available monthly and encourages any interested party to address them regarding the ESSER III program. This invitation will remain throughout the term of this program. Furthermore, as needs are identified, applications and budgets will be revised to address those needs.***