

ARP ESSER III Use of Funds Plan

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| District Name: Mangum Public Schools |
| Superintendent: Dr. Shane Boothe |
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| URL: magnum.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;

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. These projects were utilized as sample projects and presented to district teachers, parents, and community group. Through a collaborative effort, the following projects were identified and presented to the Mangum Board of Education for approval prior to the application process. This process will be ongoing throughout the duration of the program. The initial projects that were identified as top priority post COVID were: A) Moving the Pre-K from portable buildings to a permanent location that would provide improved air quality, a more suitable learning environment; B) Provide a summer enrichment program to address lost instruction as a result of COVID (see item #2); C) Limit cross-contamination among sites by minimizing the number of buildings that classes are offered per grade level; D) Enhance the learning environment with replacement or addition of Central Heat and Air units in all school facilities; E) Enhance student services with the addition of reading coaches, counselors, social workers, paraprofessionals and certified teachers to meet the needs of the students (see item #2).

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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;

As mentioned in item #1, Mangum Public Schools will 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. This district will utilize the 20% set-aside funding to fulfill this project over the term of the grant.

Furthermore, reading coaches, counselors, social workers, paraprofessionals and certified teachers will be employed to bridge the gap of learning loss and any programs, such as the extended year will utilize professionals to deliver the instruction and/or facilitate the evidence-based interventions. Both the classroom and field trips will be utilized to provide hand-on activities to bridge the education gap that became evident as a result of COVID.

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

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 5th grade to move back to Edison Elementary and 6th 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

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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.

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 7th grade general science. Obviously, they were qualified to teach the course, but the 7th grade had to go to the HS building for the class. Likewise, maybe the 9th grade Algebra teacher was in the Junior High Building, but when it changed to a Middle School Concept and 9th 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 many 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.

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

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Specialist, Social Workers, IDEA services.

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.

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

Items are defined in Item #1 above and throughout the plan:

| Subgroup | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|--------------------------|-----------------------|---------------------|------------------------|----------------------------|
| Disabilities | B, D, E | B, C, E | B, E | B, E |
| Low Income | B, D, E | B, E | B, E | B, E |
| Foster Children | B, D, E | B, E | B, E | B, E |
| Pre School | A, B, D, E | B, E | B, E | B, E |
| Children of Color | B, D, E | B, E | B, E | B, E |
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Sub-group strategies:

| Subgroup | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
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| Disabilities | In person learning opportunities when general population is virtual | 1:1 counselor or social worker at each school site 1-12 grade. | 1:1 counselor or social worker at each school site 1-12 grade. | 1:1 counselor or social worker at each school site 1-12 grade. |
| Low Income | Provide connectivity and computers for home use | 1:1 counselor or social worker at each school site 1-12 grade. | 1:1 counselor or social worker at each school site 1-12 grade. | 1:1 counselor or social worker at each school site 1-12 grade. |
| Foster Children | Coordinate services through a counselor to ensure all needs are being met | 1:1 counselor or social worker at each school site 1-12 grade. | 1:1 counselor or social worker at each school site 1-12 grade. | 1:1 counselor or social worker at each school site 1-12 grade. |
| Pre School | Provide a grade appropriate learning environment | Provide a site administrator for an Early Childhood Center to concentrate on student/family needs | Provide a site administrator for an Early Childhood Center to concentrate on student/family needs | Provide a site administrator for an Early Childhood Center to concentrate on student/family needs |
| Children of Color | Recruit minorities to fill teaching and mentoring positions in the district | 1:1 counselor or social worker at each school site 1-12 grade. | 1:1 counselor or social worker at each school site 1-12 grade. | 1:1 counselor or social worker at each school site 1-12 grade. |
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