

# *Maryetta Public School*



## *Plan for Use of ARP ESSER III Funds*

### **Section 1: Introduction**

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' **academic, social, emotional, and mental health needs**. Maryetta Public School has been awarded **\$2,051,949.32** in ESSER III funds.

This plan describes how the awarded funds will be used. Questions about this plan should be directed to Lori Means, Superintendent, 470819 E. 810 Rd. Stilwell, OK. 74960, by phone at 918-696-2285 ext 3000 or by email at [lmeans@maryetta.org](mailto:lmeans@maryetta.org). Maryetta Public School's response to the Covid-19 pandemic has been and continues to be based upon the most up-to-date guidance from state and local health officials as well as the CDC. At the heart of our response has been our students' academic, social, emotional, and mental health needs. Our ultimate goal is having students physically present in school as safely as possible.

### **Section 2: Prevention and Mitigation Strategies**

ARP Act ESSER III funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent [Centers for Disease Control and Prevention \(CDC\) guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning. Maryetta Public School will use approximately **\$874,560.00** of its ARP Act ESSER III funds to implement prevention and mitigation strategies as described below.

- Replace older HVAC units, add portable air purifiers to classrooms and common areas and purchase filters, dehumidifiers to decrease mold issues to improve indoor air quality, HEPA air filters for HVAC, water bottle filling station filters (paid for by other grants)
- Add on to the existing cafeteria to provide seating for approximately 120 additional students and allow for social distancing.
- Additional cleaning supplies, PPE and disinfectant fogging machines for use in classrooms, bathrooms and multipurpose areas.
- Purchase individual desks to replace tables in classrooms
- Provide a School Nurse to assist Health Departments in contact tracing, evaluate students having symptoms and calling parents if necessary; medical office supplies to treat symptoms.
- ½ time janitor to provide additional cleaning of high traffic areas and surfaces.
- Additional playground area to allow for social distancing during recess and outdoor learning time

### **Section 3: Addressing Unfinished Learning**

Section 2001(e)(1) of the ARP Act requires each LEA to use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs. Maryetta Public School will use approximately **\$ 538,702.32** of its ARP Act ESSER III funds to address unfinished learning as described below.

- Provide robust summer school learning and enrichment in the areas of Reading, Mathematics and Science during the summers of 2022-2024.
- Provide summer school field trips for hands on learning, develop curiosity, critical thinking, tolerance and social skills.
- Reading Interventionists- Reading Specialists and Assistant for pull out reading programs and assessments. (paid for by other grants)
- Reading Specialist for Transitional 1<sup>st</sup> Grade to close learning gaps in literacy foundational skills.
- Reading Specialist for Pre-K and Kindergarten to pull out reading programs. (paid for by other grants)
- Provide online access to high-quality content, instructional tools, professional learning, engaging media and comprehensive diagnostic and progress-monitoring assessments through the use of Study Island, Nearpod, SeeSaw, Kami, Edmentum and Edgenuity. Assessments: Dibels, Star Reading and Math, USA Test Prep.
- Additional technology for students and staff purchased to assist teachers with additional classroom educational enrichment.
- Provide extensive professional development to teachers in the areas of Family and Student Engagement thru a 3-year partnership with Northeastern State University to provide training, coaching and mentoring to impact teacher quality and enhanced student learning
- Purchase one copier per building to additional resources needed to address loss and copy materials for after school tutoring programs.
- Provide a School Resource Officer (paid for by other grants)- Studies have shown that school resource officers provide the following benefits:
  - Prevention or minimization of property damage in the school and surrounding areas.
  - Prevention of student injuries and even death due to violence, drug overdoses, etc.
  - Reduction of chronic absenteeism.
  - Reduction of the need for schools to call 911.
  - Reduction of the likelihood that a student will get a criminal record.
  - Increase of the likelihood that students (particularly those with mental health issues) will get the help they need from the social service and health care systems.
  - Increase in feelings of safety among students and staff.

- Provide Power Hour after school tutoring and enrichment programs (paid by 21st CCLC Grant)
- Provide a 20 day summer academic recovery and enrichment opportunity in the area of Reading and Literacy (paid by Reading Sufficiency Act)
- Provide additional Academic Recovery Support personnel for students with special needs during the 2021-2022, 2022-2023 and 2023-2024 school years (paid for by Special Education Funds)
- Provide additional training to staff in critical areas through coursework provided by LETRS, Lexia, ALCA and Really Great Reading. (paid for by other grants)

Maryetta Public School is a single schoolwide Title I school therefore all students regardless of demographics are served equally Early Childhood through 8<sup>th</sup> grade. Students are monitored for academic success as well as attendance and discipline issues. Teachers, paraprofessionals, counselors, and administrators work to meet all student needs. Tier I, Tier II and Tier III instruction and interventions are used as needed based on classroom observation and assessment. Benchmark assessments, formative assessments, screeners and classroom observations are used to identify students in need of supplemental instructional supports. Teachers will provide direct instruction for specific standards on an individual bases or in a small group setting. Newsletters are sent home by classroom teachers which provide further assistance and direction to resources. PLC meetings allow opportunities to teachers and staff to collaborate, plan intervention strategies and other learning opportunities for struggling students. Title I, Title IV, RLIS and IDEA funds would be utilized to address the needs of subgroups of students as follows:

1. Neglected or Delinquent – in the event MPS has a student qualifying as neglected or delinquent, the district will provide all necessary resources to assist the student in meeting goals and improving achievement.
2. Homeless Children and Youth – in the event MPS has a student identified as homeless, our Homeless Liaison works with family members, site principals, teachers, counselors and onsite DHS School Based Specialist to identify areas of need. The team then works together with the student and family to create a personalized assistance plan to meet those specific areas of need.
3. English Learners and Immigrants – ELL students are identified according to their Home Language Surveys and Eduskills. ELAPs are created and students are served by our district ELL team as needed. Classroom teachers employ best-practice strategies to help students gain needed skills. Student engagement is monitored on a regular basis. Individual needs are met using data from benchmarking tests.
4. Migrant – in the event MPS has a student qualifying as migrant, the district will provide all necessary resources to assist the student in meeting goals and improving achievement.
5. Students with Disabilities – MPS will engage in meaningful consultation with district administrators, special education service personnel and classroom teachers to address the academic impact of loss of instruction time and respond to academic, social, emotional and mental health needs of students with disabilities. Based on these consultations, modifications and accommodations will be made according to the directives of the IEP.
6. Early Childhood – An additional Kindergarten classroom taught by a Reading Specialist was created to facilitate the transition from early

learning to elementary education programs and to close learning gaps created by COVID-19.

#### **Section 4: Other Uses of Funds**

Section 2001(e) of the ARP Act permits school divisions to use the ARP Act ESSER III funding not reserved to address unfinished learning to address the impacts of COVID-19 in a variety of ways Maryetta Public School will use approximately **\$481,506.00** of its ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below.

- I.T. Specialist to assist with onsite technology and remote/distance learning.
- JAMF - Hosting site for Apple devices - pushes out apps to apple devices and monitors devices (ESSER II funds for FY 22 and ESSER III for FY 23 & FY 24)
- Apptegy - Web hosting necessary for public information regarding traditional and/or remote or distance learning/Counseling/Special Services - Push notifications, voice messaging, calls to staff and parents, Social Media Platforms and Mobile App. (ESSER II funds for FY 22 and ESSER III for FY 23 & FY 24)
- Door Replacement to improve feelings of safety among students and staff in the school facility.
- Purchase school building sound and communication system to enable office and school nurse to communicate with classrooms and common areas.
- Increase of OSIG Insurance Costs from Pre-pandemic premium to current premium.
- Other activities that are necessary to maintain operation and continuity of services.

#### **Section 5: Addressing Students' Academic, Social, Emotional, and Mental Health Needs**

Section 2001(e)(1) of the ARP Act requires each LEA to ensure that interventions, including but not limited to those implemented 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 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. Maryetta Public School will use approximately **\$ 157,181.00** of its ARP Act ESSER III funds to address students' academic, social, emotional and mental health needs as described below.

Maryetta Public School has partnered with Oklahoma Department of Human Services to house an onsite School Based Specialist to help organize referrals, follow up on truancy, late arrivals, make home visits, offer support services to families, assist families with utility, food, transportation or housing issues, to act as liaison from to provide on-site mental health support and day treatment services, as well as truancy prevention and intervention.

- Provide a Behavioral Specialist to support students and families with mental health needs. (ESSER II and ESSER III funds) The Behavioral Specialist will teach

Second Step lessons in onsite classroom settings and coordinate with school counselors and the DHS School Based Specialist to provide resources for staff and students and parents.

- Partnered with the Oklahoma State Department of Education to hire an additional school counselor to address social-emotional needs.
- SEL Curriculum and digital support for specialists and classroom teachers.
- Professional Development Training for Teachers and Staff with Olweus Anti-Bullying Training. (DOJ Grant)

### **Section 6: Consultation with Stakeholders and Opportunity for Public Comment**

In developing the ARP ESSER Plan, Maryetta Public School conducted consultation in the following ways:

- With stakeholders, including: Tribal Education and Services; students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators and school staff – Maryetta Public School involved school and district administrators, teachers, students and families in the initial development of the ARP ESSER Plan through the use of scheduled meetings.
- Maryetta Public School met with division level special education administrators, Federal Programs staff, homeless/homebound/foster care liaisons and ESL coordinator.
- Public input regarding the Safe Return and Continuity of Services Plan and the ARP ESSER III Plan is encouraged on our school website.

### **Section 7: Making the Plan Available to the Public**

The Maryetta Public School ARP ESSER III Plan is posted on the school website at [www.maryetta.k12.ok.us](http://www.maryetta.k12.ok.us)