

**ESSER III Use of Funds Revision**

**September 9, 2022**

**Addressing Learning Loss**—Of our \$3,217,797.53 allocation, \$643,560 must be used to address the Learning Loss due to interruption of instruction by Covid over the last 1 ½ years. The shut down of state districts in March 2020 left school districts unprepared to provide online learning, weekly meals, in-person instruction, and social and emotional support. McCloud Public Schools were negatively impacted by COVID-19.

Extended year learning opportunities including STEM Camp, Reader’s and Writer’s Workshops, Technology, Cooking, Gardening, and Health and Wellness. This includes payroll and resources.	\$85,000.00 X2 \$170,000.00
Purchase of high-quality curriculum and assessment tools for PK-12 to be able to continue with high quality assessment and personalized instruction for possible future shut-downs and closing gaps.	\$80,000.00
A full time Chief Technology Officer to maintain connectivity to deliver curriculum, maintain servers, inventory district devices, upkeep of technology, and oversee the IT department. (NEW POSITION 2021-2022)	\$71,000.00 X 2 \$142,000.00
Technology Coach to assist teachers in integrating technology into the classroom. Coach will stay up to date on the newest technology for teachers and will work with them in small groups and individuals. Coach will also assist students with technology.	\$60,000.00- 2 yrs \$120,000.00
MAPS/NWEA testing program to monitor student academic achievement and growth.	\$26,000 X 2 \$52,000.00
Licensed Crisis Counselor to assist students who are having difficulties caused by COVID. The district has seen a huge increase in the number of students needing social and emotional support and coping skills.	\$15,000.00 X 2 \$30,000.00
ESGI Testing to evaluate student progress and find specific gaps in learning.	\$4,000.00 X 2 \$8,000.00
Software packages to meet student needs. Software packages will be used as interventions for students with learning gaps. Examples: Odysseyware, Renaissance, Edmentum, Math XL	\$50,000.00 X 2 \$100,000.00
Professional development for staff in the areas of best-practices, project based learning, Response to Intervention, explicit teaching of vocabulary, classroom management, crisis Interventions, social-emotional learning, cultural awareness, and lesson planning. <b>LETRS training stipend.</b> These skills will help educators to provide an equitable education for all students.	\$50,000 X 2 \$100,000.00
<b>TOTAL</b>	<b>\$802,000.00</b>
<b>Minimum amount to be spent- \$643,560</b>	

**Responding to, Preventing, and Prepare for Exposure to Covid 19 and Spread** Increasing the number of custodian positions and the cleaning/sanitizing protocols and frequency in order to provide the cleanest, safest school environment we can.

Cleaning and Sanitizing supplies, sanitizing machines such as foggers that can operate overnight.	\$108,280.00
Hydration system for athletics to prevent spread of germs.	\$5,800.00
Serving table to allow students to spread out during serving.	\$2,920.00
Purchase of a truck to move supplies to all sites, deliver meals, and move computer devices.	\$63,000.00
Property Insurance without which our district cannot have anyone on campus. We are not able to offer the appropriate services and on sight learning without having staff and students on campus and safely in buildings. Property insurance allows us to provide a safe place for staff and students who need our facilities. Our insurance went up \$43,000 dollars in 2022. That combined with the loss of students from Covid has put a burden on the district.	\$75,000.00 X2 \$150,000.00
New camera systems for more accurate contact tracing. (Secondary Campus)	\$165,000.00
Outdoor playground equipment which will allow students to learn while they play. Through play, children can develop social and cognitive skills, mature emotionally, and gain self-confidence. This allows students to be outside in the fresh air.	\$165,000.00  Int. \$80,000 ECC/Elem. \$50,000 JH/HS \$35,000
Develop, build, and furnish an outdoor classroom to be used by any student group for growing plants. Example groups who will use the greenhouse are: agriculture, horticulture, botany, and special education students who do class projects. It will also provide increased spacing to promote social distancing.	\$125,000.00
Classroom seating which promotes social distancing. This will include some tables with a dry-erase surface for problem-solving as well as desks that can be arranged in various formations (flexible seating). Our drama room can be used as a classroom and provide social distancing.	\$300,000.00 \$55,000- drama (auditorium seating)
MJ Mechanical for heating and air repair and replacement of old units that do not circulate the air well.	\$280,000.00
Replace old carpet that has become soiled and unsanitary with new surface.	\$150,000.00
Utility van to haul equipment, tools, and supplies safely and securely.	\$40,000.00
District Safety Manager and officers to assure safe practices and	\$15,000 X 2

oversee plans and procedures. Professional development for ongoing training.	\$30,000.00
<b>TOTAL</b>	<b>\$1,640,000.00</b> <b>\$2,442,000.00</b>

**Addressing the specific needs of student groups—EL, Homeless, Low Income, Alt. Ed., and Others**

We have and will continue to provide equitable services to all student groups. School distributed devices will make sure no student is without a quality education during Covid. Student groups will be availed of online counseling, grade specific software with diagnostic and prescriptive capabilities. Teachers also have needed devices and supplies at home to prepare for possible close downs, and in situations where a group of students may be quarantined.


**Other Planned Uses of ESSER III Funds**

Aerohive wireless internet access points to make internet available across the district.	\$8,550.00 X2 \$17,100.00
Intrado Interactive Services- School Messenger to contact parents and give information.	\$3,240.00 X 2 \$6,480.00
Gaggle.Net- Email Service- to stay connected to students and families.	\$8,275.00 X 2 \$16,550.00
Wireless Access Points for Elementary	\$100,000.00
Hazard pay for all staff who have remained essential employees and put themselves at risk for Covid-19.	\$304,667.53
Route buses to increase routes and have fewer students on the buses.	\$331,000.00
<b>TOTAL</b>	<b>\$805,797.53</b>

**GRAND TOTAL**

**3,217,797.53**

### **Part I: Strategies for Prevention and Mitigations of Covid and Its Variants**

School Districts across Oklahoma were shut down mid-March 2020. At that time McCloud Schools provided information to parents about Covid 19 requirements and what our school district was doing immediately, such as providing meals on a daily basis. Parents could pick meals up weekly at the ECC campus. We also provided parents with Covid information and prevention, including hand washing, social distancing, quarantine, and how to wear a mask properly. We sent information to parents related to our virtual program and provided instruction for Google Classroom. When staff could return to campus, we began whole staff training on prevention of Covid, symptoms, how to properly report. This information changed daily based on the CDC and our County Health Department. The custodial staff and bus drivers were learning new methods for cleaning every surface students and staff would come into contact with as well as regularly using foggers in all buildings. Long hours followed getting the buildings, devices, every single surface ready for the Return to School. Revisions were made as needed to address established protocols that we realized needed to be added. We purchased cleaners, disinfectants, gloves, masks, foggers, and thermometers so staff could work on site preparing for student return.

### **Part 2: Strategies for Addressing Learning Loss**

As soon as teachers could safely return to campus, packets and computer devices loaded with age-appropriate software were sent home for every student, in an effort to prevent huge learning losses. When staff could return to campus, we began whole staff training for distance learning. Google Classroom and Zoom training were immediate. The curriculum was able to provide immediate assessments on core subjects and to also provide specific objective-driven lessons based on those assessments. Teachers had access to each students' finished assignments and closely monitored for completion. Individual and group Zoom and Google Classroom meetings were regularly scheduled. These meetings gave students assistance, encouragement, and the ability to interact with their teacher and other students. Staff meetings were also scheduled on Zoom and Google Classroom so principals could meet with teachers and paras to plan, advise, and help with technology issues as well as instructional techniques.

### **Part 3: Other ARP ESSER III Expenditures**

Administrators met often with Mrs. Hockenbury and Tech staff in an effort to continue to address device repairs/replacements, lack of Internet in homes as well as safety and prevention issues relating to Covid. Topics were needs relating to Distance Learning and traditional schooling. Needs were

prioritized and included more cleaning supplies and machines, more custodial staff as their duties were doubled, better/more transportation to deliver computer devices, meals, packets, and other needs such as personal supplies to homeless students and their families. Other needs were increased salaries for presently employed custodial staff, ways to limit and identify campus visitors, seating options to limit possible Covid exposure, and copy machines to provide numerous packets for younger students. We need to replace and update heat/air systems to filter and provide clean air, replace old carpet that was unsanitary, and finally School Resource Officers to intercept campus visitors and determine their purpose and also their health status. The administration determined that we needed tools to keep parents better updated and informed. We planned to purchase Aerohive wireless internet access points which would provide internet for homes that don't have it, Intrado which is a phone and email messenger service, Gaggle.Net to monitor computer usage for internet safety. We plan to provide hazard pay for all staff as they spend long hours preparing for traditional and distance learning while exposing themselves to the Coronavirus.

#### **Part 4: Ensuring Most Vulnerable Students' Unique Needs Are Met**

Our most vulnerable students include our students who are low income, ELL, Special Education, Native American, Alternative Education, and students new to our district. We bought the MAPS/NWEA online assessment system specifically for these groups of students, but also knowing it was perfect for all students because it provides detailed reports that help guide our classroom planning and instruction. The ESGI Testing is also perfect for vulnerable students, particularly our early childhood students who may have missed out on valuable instruction. We purchased age-appropriate core online capable curriculum such as Odysseyware, Renaissance, and Edmentum which has many modules for all grade levels; we have purchased computer devices then loaded them with access to these research-proven curriculum according to student ages and needs. Due to the large increase of devices and the turn to mostly online curriculum, we have hired a technology officer who will take care of devices and networks, but will also train staff in integration of subject and grade level instruction into computer programs for Distance Learning. We also will begin in June with a host of Learning/Remediation summer school platforms: STEM Camp, Reader's and Writer's Workshops, Technology, Cooking, Gardening, and Health and Wellness choices. All of these choices will be perfect for the high need groups mentioned. All students will receive reading and math instruction on a daily basis that is related to real world problem solving. We will use MAPS/NWEA data to detect learning losses that could be addressed in the summer. We are planning to provide these interest based classes during the next 2 school years after school.

---