

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Marshall Public Schools

2020 - 2021

Recipient Code: 13110

- ☐ The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

Please describe 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-person learning:

Currently, Harrington Elementary is the facility with the greatest needs in regards to HVAC systems and physical space for social distancing. Since research has proven that air quality, ventilation, and physical distancing are three of the most impactful mitigations against the spread of COVID-19, the use of these funds for facility improvements to students served at Harrington is the most effective use of funds. A Facilities Needs Committee conducted an extensive review of all facilities and determined Harrington to be in the most need of improvements. A community survey was conducted for ESSER III funds and of the 555 responses, 76% stated that "Facilities" needed to be addressed by these funds. With a current enrollment of 276 students and a square footage of approximately 38,000 sqft, Harrington is the 2nd largest elementary in the district but is housed in the 2nd smallest facility putting students educated within that building at higher risk for transmission and outbreak. Since Harrington is the only schoolwide Title I building in the district, the lack of access to a right-sized building and an aged HVAC system puts an already vulnerable population at an increased risk. By constructing a new facility, or adding on to the existing facility, students will have increased access to in-person instruction due to the ability to increase quality air circulation and physically distance from their peers and adult staff.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

MPS will be using a portion of the funds to secure digital reading accounts for students within the district to engage with best-fit academic materials during before/after school and summer enrichment times. The digital platform will fuel summer programming, extended school year programs, and will be paired with physical books purchased for intervention programs offered both during and after the scheduled school day. District Math Interventionists will establish take-home support kits to build math fluency outside of the school day and act as a supplement to state mandated Reading Intervention Programming. Digital music programming will allow students enrolled in fine arts programming the ability to work after school and during summer month to recover from learning loss in their area of involvement. Credit recovery programming will be purchased for students who have experienced severe interruption to their learning. Certified teachers will facilitate this learning both during and outside of the scheduled school day and school calendar year. Intervention Specialists will work with Tier 2 & Tier 3 students both during and outside of the scheduled school day in order to increase parent engagement and improve social-emotional well-being. Elementary Math Curriculum materials will be purchased for extended school year and intervention programming.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

A School Resource Officer to ensure that students and staff return safely to in-person instruction, to maximize in-person instructional time, and to sustain the safe operation of schools. This SRO will work in collaboration with school personnel and community entities in order to address the unique needs of our students.

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Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address 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.

Our most vulnerable populations have difficulty connecting virtually during intermittent school closures or during personal/familial quarantine/isolation. In order to address this, additional technology must be purchased to outfit spaces with the ability to stream engaging content to students who are unable to physically attend. This will include items like computers, laptops, tablets, document cameras, projectors, interactive displays, sound equipment, and other instructional technology (hardware, software, etc.) to aid in regular and substantive student-teacher interaction. Students who are disproportionately impacted by the pandemic have demonstrated a difficulty engaging with instruction when these components are not readily accessible. Intensive intervention is also required. By employing building Math Interventionists to assist in individualized plans and Intervention Specialists to manage social-emotional and mental health needs, we are equipping students with not only access to resources, but to personnel who can provide differentiated support to low-income families, students and families of color, children with disabilities and those who are experiencing homelessness. By pairing high expectations with high support both academically through the use of curriculum, staffing, and programming and social-emotionally through employment of highly trained, hands-on support staff, we are providing the supports necessary to meet the needs of our most vulnerable populations.