

ARP ESSER III Use of Funds Plan

District Name:	Twin Hills School
Superintendent:	Gary McElroy
Phone Number:	918-733-2531
URL:	www.twinhills.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;

Twin Hills Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. The committee recommends:

1. Installing water fountains with bottle filling stations. (Paid with ESSER II funds)
2. Replace outdated HVAC units to allow for better ventilation. (Paid with ESSER II funds)
3. Purchase a total of 4 new school buses with AC units for ventilation, as well as install AC on a current 2018 bus. Three buses are larger buses than the ones replaced which will allow more social distancing. (Paid with ESSER II funds)
4. Purchase new carpet scrubbers for classroom cleaning, as well as a floor mop machine for the cafeteria to help better sanitize facilities. (Paid with ESSER II funds)
5. Hire an additional custodian to help clean facilities. (Paid with ESSER III funds)

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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;

Twin Hills Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. The committee recommends the following to address learning loss:

Hire three additional teachers that will allow us to have a full time Reading Specialist and Math Specialist to pull students for intensive remediation as well as an extra teacher in the middle school to better divide classes for social distancing.

Purchase software programs that give teachers additional tools for individualizing student learning objectives as well as make the best use of the 1:1 technology initiative that we were able to launch with ESSER I funds. (Committee for Children Curriculum on Second Step, Bullying Prevention, and Child Prevention)

Twin Hills will also hire a part-time retired teacher to do STEM projects with our after-school students who stay as part of our community outreach for working parents. One day will be reserved for students that do not normally stay after-school.

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;

Twin Hills Public School plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the COVID 19 impact on our district. The committee recommends spending the ARP ESSER III funds to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

ESSER III funds will be used in FY23, FY24 to cover the additional salaries for new certified staff and uncertified staff hired with ESSER funds as well as securing the retention of existing staff that may have had to be cut due to declining enrollment due to COVID as well as loss of student's virtual schools.

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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;

Twin Hills Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. The committee recommends the following to address learning loss in student subgroups:

Additional teachers that will work with all students, however students in disproportionately impacted sub-groups will be the primary focus. For instance, our low-income rate is 82.55%. This brings a unique set of challenges in trying to have personal outreach. Therefore, our district provides flexible meeting times and also one-on-one conversations either virtually or in-person to accommodate parents who work multiple jobs.

Another area where our district is encouraging parents of non-white students is to communicate frequently with both our Hispanic population that comprises 14% and our Native American population that comprises 26%. We do this in their home language and work to build their confidence that their child's social, emotional, mental, and academic concerns are being met.

Reading and Math Specialist have been providing referrals by teaching staff based on end of FY21 & FY22 data, and they will survey every teacher for student referrals based on current levels after beginning of year diagnostic testing. Specifically, instead of just utilizing traditional remediation methods, our students are coached on developing skills rather than engaged in traditional remediation techniques and research shows that students can complete 27% more grade-level work. In order for our approach to be successful, our teachers and staff establish a baseline and use data-based decision making to inform lesson plans and academic progression.

Employing a Family Resource Specialist that will help the district address the social, emotional and mental health needs of all sub-groups, develop solutions with students and their families to solve identified needs, research and refer families to community resources, and respond to students in crisis situations. Part of her job will be to create supportive learning environments that move away from relying disproportionately on suspension and also hit students of color and students with disabilities. Instead, our Family Resource Specialist will work in tandem with our community based organizations to expand mental health services.

In FY23, Twin Hills has hired an additional teacher who is a band teacher to start a musical instrumentation program for our Middle School students to help give students an outlet for stress, a life skill, and hopefully added motivation as we transition to offering competition band. This is a program we are beginning for the very first time in school history.

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