

# Mulhall Orlando Public Schools

## ARP ESSER III Plan

### Part 1: Strategies for Prevention and Mitigation of COVID

*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.*

COVID-19 and its variants have brought many challenges to Mulhall Orlando Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

We plan to use all strategies available to keep our students and staff safe while keeping the schools open to best serve our students.

ESSER III Project	Strategy/Item for Prevention & Mitigation
<b>Replace tile in some hallways, rooms, and classrooms</b>	To improve air quality and replace surfaces for deeper cleaning to help prevent viruses from spreading
<b>Repair and replace HVAC</b>	Improve air quality and energy efficiency
<b>Replace water fountains</b>	Replace old fountains with the bottle filler option, so students don't have to drink out of the fountain.
<b>Purchase cleaning supplies</b>	Maintain a healthy, safe environment for students and staff by sanitizing facilities
<b>Purchase industrial floor scrubbing machine</b>	To improve cleaning the hard surface floors

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### Part 2: Strategies for Addressing Learning Loss

*How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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. At least 20% of the ARP ESSER III budget is required to be spent in this area.*

ESSER III Project	Strategy for Addressing Learning Loss
<b>Tutoring salaries, Summer School salaries, and benefits for staff providing tutoring</b>	Assess for learning gaps and provide interventions to close the gaps
<b>Teachers Pay Teachers subscription</b>	Provides supplemental curriculum for students that need extra remediation
<b>Evidence-Based Instructional Materials for Tutoring and Summer School</b>	Leveled instructional materials for mitigating learning gaps
<b>Edgenuity</b>	Credit recovery and full time secondary virtual students
<b>Accelerate</b>	Tutorial and elementary online learning

- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time
- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 24% of the ARP ESSER III Allocation

# *Mulhall Orlando Public Schools*

## *ARP ESSER III Plan*

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

*How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act. Our district will provide extra transportation, so our students can spread out when they are being transported. We will also provide transportation for providing meals and for dropping off curriculum to students' homes during distance learning. Our district will also use funds to make sure we have our facilities covered with insurance and to communicate with educational leaders in our state.*

<b>Expenditure</b>	<b>Allowable Use</b>
<b>Yellow route bus and suburban</b>	Provide extra bus/vehicle for social distancing when students are being transported and when students need food or curriculum
<b>Property and liability insurance</b>	To make sure our district is covered with insurance and liability
<b>District level services</b>	Communication, staff development, information, and legal advice from an Oklahoma educational support team

# Mulhall Orlando Public Schools

## ARP ESSER III Plan

### Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

*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 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 Commitment to the Continuity of Excellence*

#### Setting the Table to Support All Students with Extra Measures for MVPs MVPs = Most Vulnerable Populations

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomic s	Provide devices and connectivity for virtual learning as needed.  Provide tutoring as needed.  Summer and After-School programs	Assess food security and provide added nutrition as needed through donations.  Engage families in the school's programs of academics and activities.	Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.	Provide school counseling programs to meet emergent needs.

<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students of Color</b>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide tutoring as needed.</p> <p>Summer and After-School programs</p>	<p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling programs to meet emergent needs.</p>
<b>English Learners</b>	<p>Provide tutoring as needed.</p> <p>Summer and After-School programs designed for Els</p>	<p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling programs to meet emergent needs.</p>
<b>Students with Disabilities</b>	<p>Provide tutoring as needed.</p> <p>Summer and After-School programs</p>	<p>Engage families in the school's programs of academics and activities.</p> <p>Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p>	<p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling programs to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>

<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students Experiencing Homelessness</b>	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Counselor: Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for the inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>	<p>Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling programs to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p>
<b>Children in Foster Care</b>	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p>	<p>Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Added Counselor: Provide school counseling programs to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p>
<b>Migratory Students</b>	<p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p>	<p>Implement a Cadre of Care – teachers who commit to following the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling programs to meet emergent needs.</p> <p>Refer to professional support.</p>