

East Guernsey Local School District
ARP ESSER
Local Use of Funds Plan

Budget

Salaries & Benefits	\$450,000
Purchased Services	\$200,000
Supplies	\$300,000
Capital Outlay	\$1,336,234.64
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Total	\$2,286,234.64

Budget Details

Salaries & Benefits

These funds will fund an ELA and Math coach for the district to address learning gaps. Furthermore, these funds will help reduce class sizes and provide intervention services for students with the most immediate need.

Purchase Services

These services are set aside to provide social & emotional service to students. This allocation includes a licensed social worker.

Supplies

The supplies purchased will purchase devices for students in the event we are required to go remote.

Capital Outlay

Facilities funds will be used for multiple projects to improve air quality, reduce the risk of virus transmission, and create social distancing. The projects include upgrading windows and doors in our High School, which was built in 1987. Upgrading the windows and doors will improve air quality in the building and also reduce the risk of transmission. Another project will be a small building on the premise to create an auxiliary learning space for students. Adding an auxiliary learning space allows for social distancing, upgraded air quality, and will reduce the risk of virus transmission. Lastly, the air handling systems in the district will get upgrades to include air purification which will improve the air quality and reduce the risk of transmission.

1. How will ARP ESSER funds 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?

The district used the USDE's suggested questions when determining the most important educational needs. These questions include: - Will the proposed use of funds "prevent, prepare for, and respond to coronavirus"? - Is it an allowable use of funds under CARES/CRRSA? - Is it reasonable and necessary? - Does it promote equity? - Does it support returning students to the classroom

2. How will the LEA 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?

The district is focusing on learning gaps in reading and math by providing an ELA and Math coach for the district. The coaches will help each building create a Multi Tiered System of Supports. The MTSS will screen students using a vendor assessment and then determine learning needs based on the screener. Then the coaches will help staff create intervention groups based on learning gaps. The intervention groups will be specific to each individual student need based on learning loss. Furthermore, we will implement summer school services.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remaining funds will be used for Capital outlay. These capital outlay funds will be used to improve air quality and create social distance to decrease the spread of COVID-19.

4. How will the LEA 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.

The LEA will use screening assessments to determine learning gaps caused by the pandemic. Once gaps are determined, interventions will be implemented, monitored, and then evaluated to determine if they are addressing the specific learning gaps. If not, alternative interventions will be used. The LEA is creating a "time and care" that is staffed with a social worker and a licensed intervention specialist to address the social and emotional needs as well as the academic needs of our students hit the hardest by the COVID-19 pandemic.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

The district used data from state testing and screening/progress monitoring data last year to determine the areas of most need. Furthermore, it used evidence from other grants noting the importance of intervention in Reading and Math.

5.a. Estimated Number of jobs created or retained as a result of this funding.

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6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

The district plans to begin immediately by providing screening and identifying individual learning gaps for students. Once learning gaps are determined, interventions will be put in place specific to the student's individual need.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

Some funds will be used to upgrade technology to ensure we can go remotely if necessary. Individual devices and internet capabilities will be purchased to ensure more students can have access to remote learning if necessary.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

The LEA has hired a reading coach and a math coach to work with students and teachers in grades K-12. At the start of the school year the teachers will use universal screeners to determine student learning gaps. The coaches will work with classroom teachers to develop interventions specifically for the students learning gaps. Those interventions will be checked by progress monitoring and adjusted as needed. Furthermore, the LEA will be providing after school and summer school programming.