

Dawson-Bryant Local School District



"Home of the Coal Grove Hornets"

Steven Easterling
Superintendent

Bradley Miller
Treasurer

Ellen Adkins
*Director of Instructional
Programs*

American Rescue Plan (APR) – Elementary and Secondary Emergency Relief Fund (ESSER)

Dawson-Bryant Local Community,

Dawson-Bryant Local School was given ARP ESSER funds to help facilitate the continuation on in-person learning and mitigate the effects of COVID-19. We have worked with stakeholders to develop a list of items and services to mitigate the spread of the virus, address the loss of instruction, and extended education services to our students.

We are diligent in continuing the support of our students and community as we move forward to address the impact of COVID-19. Please review our spending plan for the ARP ESSER funds, if you have any suggestions, comments, questions or concerns please contact me by email at ellen.adkins@db.k12.oh.us.

Sincerely,

A handwritten signature in black ink that reads 'E Adkins' in a cursive style.

Ellen Adkins

Budget Details

Dawson-Bryant Local (047928) - Lawrence County - 2022 - ARP ESSER - Rev 0 - ARP ESSER

1. ARP ESSER Assurances

The American Recovery Plan - Elementary and Secondary School Emergency Relief Fund(ARP ESSER) is intended to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools. ARP ESSER funds are used to prevent, prepare for, and respond to COVID-19.

LEA shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.

LEA will ensure that every recipient and sub recipient of ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e)

LEA will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The LEA commits to maintaining and will produce upon request by the (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority, a description of how the LEA complied with this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program.

Records pertaining to the ARP ESSER award under 2 C.F.R. Â§ 200.334 and 34 C.F.R. Â§ 76.730, including financial records related to use of grant funds, will be retained separately from an LEA's ESSER funds. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

2. ARP ESSER Requirements

The LEA acknowledges and agrees to the following additional requirements of ARP ESSER:

The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

Not less than 20 percent of the LEA's total ARP ESSER allocation will be used to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families,

children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

An LEA that receives ARP ESSER funds will either: (a) within 30 days of receipt of the funds, will develop, seek public comment and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 200.111(1) of the ARP; or (b) developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA shall review its plan at least every six months (taking into consideration the timing of significant changes to CDC Guidance on reopening schools).

The LEA will complete any reporting requested by the SEA to comply with all ARP ESSER reporting requirements, including:
 policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
 plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
 data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
 LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 LEA uses of funds to sustain and support access to early childhood education programs;
 impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning.

3. ARP ESSER Plan

The LEA certifies that it has engaged in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA has engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

The LEA certifies that the ARP ESSER plan is provided in an understandable and uniform format, to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated, and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

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 LEA will work closely with the Lawrence County Health Department and follow CDC guidelines to promote the health and safety of all students and staff in the district. The LEA will implement the following guidelines: daily self-monitoring, wellness checks should be conducted at home daily before coming to school, wellness checks will be conducted at school each morning, any student with a fever of 100 degrees or higher should stay home, face coverings will follow Governor's orders, frequent hand washing with soap and water for at least 20 seconds, multiple hand sanitizer stations throughout the buildings as well as visual cues, and touchless water stations will be provided to decrease the spread of the virus. The LEA will implement the recommended safety protocols for classroom occupancy and physical distancing, but any student who attends school will incur some level of risk. The district will decrease the likelihood of infection with cleaning procedures, but a certain level of risk can not be eliminated. Classroom occupancy will be determined based on each individual classroom circumstances with the

maximum amount of safety considerations as possible. Positive cases of COVID will be handled in cooperation with the Lawrence County Health Department, Vaccinations will continue to be coordinated with the Lawrence County Health Department. Release time will be given to our staff and eligible students to get vaccinated.

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?

Dawson-Bryant Local Schools extended learning opportunities will include summer programs, before/after school programs, tutoring, and a Summer Bridge program during the month of June for the KG to 12th. These programs will focus on the learning loss due to COVID. To be more specific, Dawson-Bryant High School will focus on credit recovery and to ensure students are progressing on a pathway to graduation. Dawson-Bryant Middle school will focus on students earning passing grades in order to progress to the next grade level. Dawson-Bryant Elementary school will focus on students demonstrating grade-level skills that would allow them to be promoted to the next grade level as well as early readers. Early readers would be students in KG to 3rd grade who are performing below grade level. Dawson-Bryant Elementary School will offer a Summer Reading Bridge program during the month of July 2021. Teachers will work with a small group of students on phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Transportation, breakfast and lunch will be provided for the students during the program. Dawson-Bryant Local Schools will provide before and afterschool programs. Dawson-Bryant Middle and Elementary Schools were awarded the 21st CCLC Grant and is open to students KG to 8th grade. The 21st CCLC grants will end for the Middle School at the end of the SY 2021-2022 and for the Elementary School at the end of SY 2022-2023. The afterschool program follows the indicator and performance measure set in the grant which focuses on homework completion, student growth in reading and math, positive behavior, and community / family engagement. Dawson-Bryant High School will offer an afterschool program to help students with credit recovery, homework, and tutoring. Transportation and a snack will be provided for the students during the program.

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

The Middle School will employ tutors to have small group instruction as well as one-on-one instruction for struggling students. The Elementary School will employ two additional teachers to reduce class size for smaller group instruction and to promote social distancing.

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.

Dawson-Bryant Local School uses the Student Wellness and Success funding to offset the cost of two school counselors which were added at the beginning of the 2020-2021 school year. The positions were added due to the growing number of challenges that our students are facing. Since March of 2019, students social and emotional well-being became more of a concern due to the COVID-19 pandemic. During the 2018-2019 school year, Dawson-Bryant Local Schools partnered with NECCO to provide wraparound services for our students. The wraparound services included family engagement activities, information at family events, case management, coordinating a linking to community services, psychiatric services, on-site therapy, summer feeding, parent counseling, telehealth service, peer counseling and referrals to other agencies. Title IV and ESSR III funds are used to support the wraparound services provided by NECCO. Dawson-Bryant Local Schools will continue to employ a retiring school counselor to help maintain the social and emotional support that returning students may experience. Dawson-Bryant Local Schools has partnered with Impact Prevention. Impact Prevention provides peer groups, summer camps, intervention programs for students and professional development for staff. Dawson-Bryant Local Schools partners with Gallia-Vinton ESC to maintain the 21st Century grant. During the afterschool time, social emotional learning is delivered to the students by our school psychologist. By offering summer school and after/before school programs, Dawson-Bryant Local Schools staff will be able to maintain a better relationship with students.

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

Dawson-Bryant Local Schools will use multiple sources of data to identify academic needs of students. Data will be examined from a parent and teacher surveys, diagnostic screener, benchmark data, grades, teacher observation, attendance, social-emotional/behavioral concerns, and Ohio State test results.

13 5.a.) Estimated number of jobs created or retained as a result of this funding.

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

During the Summer of 2021, summer school was offered to students KG to 12th. The high school had a two week "Summer Vibes" program that focused on projects and social / emotional concerns. The elementary school offered a Summer Reading Bridge program. The LEA will offer after / before school and summer school for the 2021-2022, 2022-2023, and 2023-2024 school year. The goals of the KG to 8th programs will be to focus on math, reading, and social/emotional concerns. The high school will offer an afterschool tutoring program as well as credit recovery.

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

The LEA has purchased iPads and teacher laptops to prepare and response to remote learning in the event of school closure due to COVID. Students will be able to access Microsoft Teams to continue their learning outside of the school day and/or as an extension of the school day. High School student will be offered credit recovery by an online curriculum that supports virtual, hybrid, and in-class format. Beginning the 2021-2022 school year, the LEA will offer in-person learning with all students unless a COVID closure occurs or a student is unable to attend. Dawson-Bryant Local Schools will provide curriculum that offers an online component to extended learning outside of the school day.

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.

Dawson-Bryant Local Schools will use multiple sources of data to identify academic needs of students. Data will be examined from a diagnostic screener, benchmark data provided by multiple vendors, grades, teacher observation, attendance, social-emotional/behavioral concerns, and Ohio State test results.

4. ARP ESSER Activities

Select activities that the LEA will implement with the ARP ESSER Fund and provide an estimated amount for that activity (check one or more). The total in the Amount boxes must add up to the allocation.

P = Public

- | | | | |
|--------|--------------------------|---|---|
| AMOUNT | <input type="checkbox"/> | P | a. Activities authorized under ESEA, IDEA, Perkins, McKinney-Vento subtitle B, Adult Education and Family Literacy Acts. Please elaborate below. |
| AMOUNT | <input type="checkbox"/> | P | b. Coordinate preparedness and response efforts of LEA with state, local, Tribal, and territorial public health departments and other relevant agencies to prevent, prepare for, and respond to COVID-19. |
| AMOUNT | <input type="checkbox"/> | P | c. Activities to address unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster youth. |

AMOUNT	<input type="checkbox"/> P	d. Develop and implement procedures and systems to improve the preparedness and response efforts of LEA.
AMOUNT	<input type="checkbox"/> P	e. Training and PD for staff of LEA on sanitation and minimizing spread of infectious diseases.
AMOUNT	<input type="checkbox"/> P	f. Purchase supplies to clean and sanitize facilities of the LEA.
AMOUNT	<input type="checkbox"/> P	g. Planning for and coordinating during long-term closures (meals, technology, IDEA, and other educational services provided consistent with Federal, state, local requirements).
270,000.00 AMOUNT	<input checked="" type="checkbox"/> P	h. Purchase educational technology (including hardware, software, and connectivity) for students served by LEA, including low-income and IDEA.
28,500.00 AMOUNT	<input checked="" type="checkbox"/> P	i. Provide mental health services and supports.
AMOUNT	<input type="checkbox"/> P	j. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
995,857.35 AMOUNT	<input checked="" type="checkbox"/> P	k. Addressing learning loss. Please elaborate below.
AMOUNT	<input type="checkbox"/> P	l. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
AMOUNT	<input type="checkbox"/> P	m. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
AMOUNT	<input type="checkbox"/> P	n. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Please elaborate below.
931,155.22 AMOUNT	<input checked="" type="checkbox"/> P	o. Other activities necessary to maintain the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA. Please elaborate below.

Details of A from above: Select under which authorized program/s the district intends to utilize the funds. Select all that apply and provide an estimate of the amount budgeted for each.

- AMOUNT P Activities authorized under Title I, Part A Improving Academic Achievement of the Disadvantaged
- AMOUNT P Activities authorized under Title II, Part A Supporting Effective Instruction
- AMOUNT P Activities authorized under Title III Language Instruction for English Learners and Immigrant Students
- AMOUNT P Activities authorized under Part A of Title IV-A Student Support and Academic Enrichment Grants

- AMOUNT P Perkins Act
- AMOUNT P McKinney Vento Subtitle B
- AMOUNT P Adult Education
- AMOUNT P Family Literacy Acts
- AMOUNT P IDEA

Details of K from above:

- 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:
- Tracking student attendance and improving student engagement in distance education.

DETAILS of N-O from above:

Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

The LEA will have teaching staff that have resigned and retired. LEA will use funds to continue the level of services for students in the district by continuing to employ staff.

5. Budget Items

FTEs Paid with ARP ESSER Fund (direct and/or contract service)

12 Instruction: Properly Licensed Teachers/Tutors

Describe FTE:
HS, MS, ES Teachers and 5 MS/HS Tutors

Governance/Administration

Describe FTE:

1 Support Services: Non-instructional

Describe FTE:
Guidance Counselor

Professional Development Coach

Describe FTE:

Data/Technology Specialist

Describe FTE:

Other 1

Describe FTE:

Other 2

Describe FTE:

Other 3

Describe FTE:

Other 4

Describe FTE:

Purchased Services -

Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services - Amounts paid for services rendered by personnel not on the payroll of the school district or other services purchased by the LEA

Teachers/Tutors/Paraprofessionals

Remote Learning

Instructional Materials

Equipment/Hardware

Software/License

EL Teacher/Tutor/Paraprofessionals

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Support Services Purchased Services

Coordinator of Support Services

Remote Learning

28,500.00 Counseling/Guidance

Instructional Support Services

Equipment/Hardware

Health Services

Software/License

Coach (Properly licensed in content area)

Alternative Education

Data Services

Prevention/Intervention Specialist

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Governance Purchased Services

Program Director

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Professional Development Purchased Services

Coach (Properly licensed in content area)

Professional Development for Infectious Disease

Professional Development Consultant

Substitute Teachers

Training/Software/Licenses

Travel Mileage/Meeting Expense

Professional Development for Remote Learning

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Family Community Purchased Services

Parenting Skills Training

Family Literacy Training

Family Liaison

Parent Involvement Materials

Community-wide planning and organization

Remote Learning

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Safety Purchased Services

Hiring/Mandatory Training of School Security
Personnel/ Resource Officers

Nationwide background check of LEA employees

A School Safety Hotline

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Transportation Purchased Services

After School/Summer School Transportation

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Facilities

Explain how funds budgeted on Facilities budget line are used.

Supplies and Capital Outlay

Supplies - Select the items the district is planning on purchasing with the supply budget. If selecting "other" provide a description of the item/s.

Classroom Supply

Health and Hygiene

Office Supply

Software

Computer

Other(Please describe)

Interactive Boards for Teacher's classroom.

Capital Outlay - Select the items below the district is planning on purchasing with the capital budget. If selecting "other" provide a description of the items.

Vehicle or School Bus

Technical Infrastructure

Equipment: Technical

Other(Please describe)

Other(Please describe)