

ESSER - Local Use of Funds Plan



Margaretta Local School District

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?

Our team began to work over the course of spring/summer of 2020, our district worked with all stakeholders (i.e., administrators, board members, parents, students and staff members, etc.) to create the reopening plan for the 2020/2021 school year. We developed 5 days in fulltime school day plans, hybrid school plans, and remote learning plans (hiring a 3rd party virtual learning option for families that were not ready to send their children back to an in-person learning environment). We have designed our options to be as fluid and flexible as possible for our circumstances at the time. We planned and organized everything in the district to prepare all stakeholders for a safe environment for learning to meet the differentiated needs of our staff and families. See the videos that were put together for coming back fulltime:

'MHS/MMS Information Video for Full-time Restart':

<https://www.youtube.com/watch?v=awep49mbta4>

'MES Information Video for Full-time Restart':

<https://www.youtube.com/watch?v=u1phHYm3Wlo&t=3s>

As we progressed into the 2021/2022 school year our administrative team began meeting to review, revise, and update our reopening plan that was originally created for the 2020/2021 academic school year. We also continued to employ and incorporate our full-time school nurse [contracted with the 3rd party Erie County Health Department (ECHD)] who continuously keeps our administrative team updated on the continuously changing guidance from the ECHD.

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?

Margaretta Local School District implemented a summer learning opportunities for our students during the summer of 2021 to address the academic impact of lost instructional time for the students in our district during the 2019/2020 and 2020/2021 school years. The summer programs provided our students and their families the extended instruction needed to help address the educational gaps created from lost instructional time. We also provided transportation and meals for the students that attended our program and supplied breakfast and lunches for all of our community families throughout the summer and when we were not in school fulltime five days per week.

Margaretta also implemented and did extensive training in the fall of 2021 on the brain-based Science of Reading to improve our districts literacy for all grade levels. We are investing in a program of extensive training and have committed to approximately three fulltime supervisor and literacy coaching positions to improve literacy. These three fulltime literacy employees will be responsible for training the trainers. The above initiatives will help close the gap of the learning loss during Covid-19.

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

After the implementation of our 2021 summer reading/learning programs, we began focusing on ways to support academic gaps during the 2021-2022 academic school year. We have allocated funding this year to support continued social emotional checks and summer and after school programming for 2022, high school credit recovery and remediation programs, academic planning and career research programs, and the adoption of the evidence-based/brain-based science of reading curriculum enhancement for our district. These allocations are consistent with 2001 (e) (2) of the ARP Act because these expenditures work to support our district's ability to address the needs of children from low-income families, children with disabilities, and foster care youth, while still working to address learning loss.

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 district will provide brain based science of reading training and materials across the district. The newly developed literacy team will incorporate this through classroom strategies, coaching, and materials to reinforce the training into instructional practices in the classroom. The train the trainer model will be used so several staff members throughout the district will be trained. Non English Language Arts teachers will receive training to further develop vocabulary and reading development into non ELA subject areas. We will use the data collected from End of Course exams, iReady Haggerty Fluency State Testing - OST Wilsons Foundations, in addition to teacher recommendation, fulltime school nurse recommendations, guidance counselor recommendations, and parent recommendations to assess the impact of COVID-19 on our students' academic and social emotional needs. We will use this data and information to then plan to continue to meet the individualized needs of our students.

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

Our district used ESSER and other funds to help meet the unique needs of promoting remote learning as needed. In the past we offered third party virtual learning options to families who did not want to send their students back to in-person learning during the 2020-2021 academic school year. We also chose to identify google classroom as our learning platform for all grades PreK-12 in the district. We offered google classroom training to all of our staff members. We also invested in additional virtual learning platforms and tools to support the gaps in learning and support the possible remote learning if needed this year. We wanted to be ready to switch from in-person to remote learning and prepared for any possibility at any time to prevent any future gaps in teaching and learning. In addition, more technology and internet hotspots for our families was purchased to ensure they were prepared to handle continued education in any format. We also worked to provide more Chromebook to students making sure that every student had access to a Chromebook in our district in the event that we would need to returning environment in the future. Actively having our teachers using the google classroom platform allowed for use to have the flexibility to use in-person/ hybrid/ or go to full remote if needed.

6. 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.

We will use the data from iReady in grades K-8, Dibels data in grades K-3, and Ohio Benchmarking and End of Course exams in High School, in addition to teacher recommendation, guidance counselor recommendation, and parent recommendation to assess the impact of COVID-19 on our students' academic and social emotional needs. We will use this data and information to then plan to continue to meet the individualized needs of our students. Regarding Social and Emotional needs of students we had our school counselors, nurses, teachers, and administration all trained on Trauma Informed Care and the ACES students face. (By National Speakers on Trauma Informed Care) Beyond that we contracted with the Family Health Service Agency to provide additional Social & Emotional support. As a district we are attacking literacy across the curriculum with a Literacy Supervisor, Literacy Coaches, and a Title I teacher that are all working together on this literacy initiative and attacking learning loss. Beyond that we conducted a professional development for over 1/3 of our teaching staff on the science of reading delivered through the Academy Orton Gillingham. This training was administrated by a Fellow of the Academy of Orton Gillingham.

7. 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.

ESSER funds were utilized at Margareta Local Schools in many ways to support public health protocols and policies that aligned with CDC for the reopening and operation of school facilities. It was our district goal to continue to maintain the health and safety of students, educators and staff. Funds were utilized for training and professional development for staff on sanitation and minimizing the spread of infectious diseases, purchasing supplies to clean and sanitize facilities, the repairs and improvement of school facilities to enable the operation of our schools to reduce risks, transmissions, and exposures to environmental health hazards, in addition to providing school leaders with resources necessary to address the individualized needs of their school buildings. Masks, disinfecting sprayers, partitions, latex gloves, face shields, and many other products were purchased to protect employees and students.

8. 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.

ESSER funds were used to provide for the sanitation and social distancing guidelines to promote the health and safety of our staff and students. Staff training and best practice cleaning technique/training implementation is a large part of the best practice initiative along with purchase of needed supplies and equipment in order to fully implement the planned safety measures and protocols. Regular virtual meetings with area Superintendents and the Erie County Health Department occurs on an as needed and regular basis.

Fiscal Year	ESSER III	3/12/20 - 9/30/24			Learning Loss			Total Grant	Qualified ESSER III Category	20% Set Aside
		Salaries	Benefits	Purchased Services-400	Supplies-500	Capital Outlay				
	CCIP Budget	\$582,000	\$151,077	\$10,000	\$223,000	\$90,000	\$1,056,077	\$0		\$211,215.33
FY22	Literacy Coaches and Supervisor	\$260,000	\$75,000				\$335,000	Assessing students learning loss		335,000.00
	Summer school teachers/Aides	\$42,000	\$600				\$42,600	Academic Impact of Lost Instruction Time		42,600.00
	OG/Science of Reading Training	\$10,000	\$150	\$2,500	\$80		\$12,730	Assessing students learning loss		12,730.00
	Technology (Chrome Books)				\$100,000		\$100,000	Student Learning & Equity		
	Bus					\$90,000	\$90,000	Continuity of Operation/Social Dist/Equity		
	Fulltime Subs			\$4,000			\$4,000	Stabilize workforce & Avoid Layoffs		
	Literacy training services/software			\$3,500			\$3,500	Academic Impact of Lost Instruction Time		3,500.00
	iReady (assessments/data)-Curriculum Associates				\$5,000		\$5,000	Assessing students learning loss		5,000.00
	Literacy (Foundations)				\$7,500		\$7,500	Academic Impact of Lost Instruction Time		7,500.00
	Literacy (Kids Read Now-Summer Pgm)				\$14,000		\$14,000	Academic Impact of Lost Instruction Time		14,000.00
	Literacy books/supplies				\$25,000		\$25,000	Academic Impact of Lost Instruction Time		25,000.00
FY23	Literacy Coaches and Supervisor	\$270,000	\$75,327				\$345,327	Assessing students learning loss		345,327.00
	Technology (Chrome Books)				\$60,000		\$60,000	Student Learning & Equity		60,000.00
	Literacy (Kids Read Now-Summer Pgm)				\$6,420		\$6,420	Academic Impact of Lost Instruction Time		6,420.00
	iReady (assessments/data)-Curriculum Associates				\$5,000		\$5,000	Assessing students learning loss		5,000.00
	Fulltime Subs						\$0	Stabilize workforce & Avoid Layoffs		0.00
							\$0			
	Total Expenditures	\$582,000	\$151,077	\$10,000	\$223,000	\$90,000	\$1,056,077	20% Set Aside for Learning Loss		\$850,657
	Variance	\$0	\$0	\$0	\$0	\$0	\$0			Met

FER due September 30, 2024

\$469,899.31 3/12/20 - 9/30/23

Fiscal Year	ESSER II	Salaries	Benefits	Purchased Services-400	Supplies - 500	Capital Outlay	Total Grant	Qualified Category
	CCIP Budget	\$10,000.00	\$2,200.00	\$87,699.31	\$90,000.00	\$280,000.00	\$469,899.31	-
FY21	Summer Reading Program				710		710	Academic Impact of Lost Instruction Time
	Technology				105		105	Student Learning & Equity
	Six Foot tables for social distancing				1,028		1,028	Continuity of Operation
FY22	Summer Reading Program				6,028		6,028	Academic Impact of Lost Instruction Time
	Tables and bottled water				3,719		3,719	Continuity of Operation
	Supplies			125			125	Support Student Learning
	Fogger Sprayers, and concentrate				6,372		6,372	Continuity of Operation
	Technology				582		582	Student Learning & Equity
	COVID Training Classes for teachers		1,769				1,769	Student Social & Emotional needs
	School Counselor, one-on-one aides	10,000	431				10,431	Student Social & Emotional needs
	School Nurse			4,721			4,721	Student Social & Emotional needs
	2 Fulltime Substitutes			82,853			82,853	Continuity of Operation
	Technology (Chrome Books)				52,268		52,268	Student Learning & Equity
	iReady (assessments/data)-Curriculum Associates				18,860		18,860	Assessing students learning loss
	3 Bus					280,000	280,000	Continuity of Operation
	Supplies				329		329	Continuity of Operation
	Total Expenditures	10,000	2,200	87,699	90,000	280,000	469,900	
	Variance	(0)	(0)	0	(0)	-	(1)	

FER due September 30, 2023

121,108.70 3/12/20 - 9/30/22

\$

Fiscal Year	ESSER I	Salaries	Benefits	Purchased Services	Supplies	Capital Outlay	Total Grant
	CCIP Budget	-	-	1,607.64	119,501.06	-	121,108.70
FY21	Non Public NPESC Tutoring Services			334.47			334.47
	Fogger Sprayers, Filling Station, concentrate				10,053.42		10,053.42
	Plastic barriers				3,069.20		3,069.20
	NOVA Remote Learning License				6,500.00		6,500.00
	Technology (Chrome Books)				136,237.50		136,237.50
	Technology (Chrome Books) Paid by General Fund				(36,359.06)		(36,359.06)
FY22	Non Public NPESC Tutoring Services			1,273.17			1,273.17
	Total Expenditures	-	-	1,607.64	119,501.06	-	121,108.70
	Variance	-	-	-	-	-	-

FER due September 20, 2022