

West Muskingum Schools

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Home of the Tornadoes

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August 1, 2021

The West Muskingum Local School District will receive a total of \$2,703,733.49 in ARP ESSER funding.

The West Muskingum Local School District American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) budget shows how the district proposes to budget \$2,703,733.49 in funding it has been allocated. The primary focus of the discussion was how to best support students and staff to prevent, prepare for and respond to coronavirus.

The Board of Education discussed the recent increase in elementary student enrollment, which initiates in kindergarten and trends throughout district grade levels. The increased enrollment has created necessary student/teacher ratio adjustments (new teaching staff) and classroom and extracurricular activity concerns. The ARP ESSER plan discussion focused on increasing district-wide space to address student and staff safety, learning loss and increased opportunities for student interventions, as well as the ability to address social and emotional challenges students are facing.

The proposed facility would be a new early learning center, which will relocate the existing preschool classrooms into a new facility, therefore, providing the elementary school with additional classroom space. The facility will also include additional intervention meeting rooms, administrative offices and an auxiliary gymnasium. Discussion included site location, facility square footage needs and elementary school modifications.

Budget Details

West Muskingum Local (048884) - Muskingum 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 studentsâ€™ 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 2001(i)(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:

- â€¢ policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- â€¢ 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;
- â€¢ data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
- â€¢ 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;
- â€¢ LEA uses of funds to sustain and support access to early childhood education programs;
- â€¢ 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);
- â€¢ 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 District returned to fully in-person instruction with an option for families to participate in remote learning in August of 2020. Approximately 85% of student population returned to fully in-person instruction with the remaining 15% participating in remote learning opportunities. The reopening team for 2021 implemented protocols to handle various instructional models during the 2020-2021 school year. These protocols were updated for the 2021-2022 school year. The district has experienced increased enrollment in K-4 classrooms which has required a focus on space and classroom ratios. The District has proposed using ARP ESSER funds to create additional classroom space within the existing elementary school, by relocating preschool classrooms into a new Early Learning Facility, with additional district-wide meeting rooms. In line with the federal requirements, the Ohio Department of Education has outlined 15 allowable uses for ESSER funds. Relevant to the Project is the allowable use for "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." The additional square footage, HVAC system improvements, and hand washing/sanitizing stations will facilitate physical distancing and improve air quality, in accordance with CDC recommendations. Physical distancing and improvements to air quality are two critical ways to reduce risk of virus transmission.

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?

Academic enrichment programs will be enhanced in both facilities with the increased space. Latchkey programs, before and after school programs, and summer enrichment programs will be enhanced with increased student opportunities and programs. District Administrative teams, Building Leadership Teams (BLT) and will continue to analyze and identify students through MAP data analysis. Those students disproportionately impacted by the loss of instructional time will be provided opportunities through ARP ESSER funds for extended time or afterschool programs.

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

The District will use remaining funds consistent with section 2001(e)(2) of the ARP ACT via the following methods (1) Activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, and Adult Education and Family Literacy Act; (2) Purchasing education technology, which includes hardware, software, and connectivity, for students served by the LEA that aid in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities; (3) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs; (4) Filtering, purification and other air cleaning (5) Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff

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 CDC has observed that "the absence of in-person educational options might disadvantage children from all backgrounds, particularly children in low-resourced communities who might be at an educational disadvantage." Accordingly, because this additional square footage, HVAC system, and hand washing/sanitation stations will improve the ability to physically distance and provide a safer environment as the district returns to in-person learning, such return to in-person learning promotes the health equity described by the CDC.

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

The Reopening Team, Administrative Team, and BLT teams continuity of service plan will continue to be updated to permit safe return of students and staff while focusing on learning loss. Building Leadership Teams (BLTs) and staff, will use ongoing data analysis to identify those students disproportionately impacted by the loss of instructional time who must be addressed per 2001(e)(1). (e.g., students from low-income families, families of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students). The Reopening Team, Administrative Team, and

5 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.

Latchkey programs and summer enrichment programs will begin during the 2021-2022 school year. The completion of the facility will permit enhancement opportunities upon completion of the Early Learning Facility. Completion date is expected to occur summer of 2023, or sooner.

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

The District began remote learning opportunities in August of 2020. The District will continue existing software programs already utilized throughout the District. Additionally, the District will continue to install public WIFI access points throughout the campus, so that students, families and the community, can access the internet.

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 BLT committee, in coordination with our testing department leads the process for our district. The use of MAP is a diagnostic tool which is used to address academic needs, including differentiated instruction. We continue to frequently engage parents in ways to engage students. We quantify

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.
20,000.00 AMOUNT	<input checked="" 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).
30,000.00 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.
AMOUNT	<input type="checkbox"/> P	i. Provide mental health services and supports.
		j. Planning and implementing activities related to summer learning and supplemental afterschool programs,

30,000.00 AMOUNT	<input type="checkbox"/> P	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.
540,747.00 AMOUNT	<input checked="" type="checkbox"/> P	k. Addressing learning loss. Please elaborate below.
2,032,987.49 AMOUNT	<input checked="" 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 checked="" 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.
50,000.00 AMOUNT	<input checked="" 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.
AMOUNT	<input 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

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.

5. Budget Items

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

Instruction: Properly Licensed Teachers/Tutors	Describe FTE:
Governance/Administration	Describe FTE:
Support Services: Non-instructional	Describe FTE:
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
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.

The ESSER III facilities funding will be used to construct a new Early Learning Center, Additional administrative space will be included in the project in an attached Administration Center. Finally, an additional auxiliary gymnasium is being considered for inclusion in the Project. (Collectively, referred to as the "Project.") The Project meets the intended purpose of ESSER III funding promulgated by the United States Department of Education and the Ohio Department of Education, who suggest that local educational agencies ("LEAs") consider the following five questions, when determining how to allocate ESSER funds: (1). Will the proposed use of funds "prevent, prepare for, and respond to coronavirus"? Yes. In its Operational Strategy for K-12 Schools through Phased Prevention, the CDC expressly recommends that school districts make structural improvements to facilities to "promote physical distance between people." Here, the work consists of the construction

of a new facility to house the District's preschool programs. The current preschools are overcrowded, and the new building will feature more square footage than the current preschool facilities, which in turn will facilitate in promoting physical distancing throughout the facilities. Additionally, the building will include space for administration offices. Like the preschool space, the new administration offices space will feature more square footage than the current facilities, which in turn will facilitate in promoting physical distancing. Additionally, design for the Project will take into account modern heating, ventilation, and air conditioning (HVAC) guidance for improving air quality, air conditioning systems, filtering, air purification, and ventilation as recommended by the CDC, thereby minimizing the risk of COVID-19 transmission. Therefore, this improvement will prevent, prepare for, and respond to COVID-19 by lowering the risk to the District's students and staff of transmitting the virus. The design will also take into account the addition of standalone hand washing and hand sanitizer stations throughout the building to improve sanitary practices of students and faculty; (2) Is it an allowable use of funds? Yes. In line with the federal requirements, the Ohio Department of Education has outlined 15 allowable uses for ESSER funds. Relevant to the Project is the allowable use for "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." The additional square footage, HVAC system improvements, and hand washing/sanitizing stations will facilitate physical distancing and improve air quality, in accordance with CDC recommendations. Physical distancing and improvements to air quality are two critical ways to reduce risk of virus transmission; (3) Is the expense reasonable and necessary? Yes. The current facilities have limited square footage, which in turn limits the District's ability to physically distance individuals in that space. Because this work will increase the ability to physically distance, this work is a reasonable and necessary component of the District's plan to create a safe environment for its students and staff to return to in-person instruction; (4) Does it promote equity? Yes. The CDC has observed that "the absence of in-person educational options might disadvantage children from all backgrounds, particularly children in low-resourced communities who might be at an educational disadvantage." Accordingly, because this additional square footage, HVAC system, and hand washing/sanitation stations will improve the ability to physically distance and provide a safer environment as the district returns to in-person learning, such return to in-person learning promotes the health equity described by the CDC. (5) Does is support returning students to the classroom? Yes, additional square footage HVAC

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.

- | | |
|---|---|
| <input type="checkbox"/> Classroom Supply | <input type="checkbox"/> Health and Hygiene |
| <input type="checkbox"/> Office Supply | <input type="checkbox"/> Software |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Other(Please describe) |

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.

- | | |
|---|--|
| <input type="checkbox"/> Vehicle or School Bus | <input checked="" type="checkbox"/> Technical Infrastructure |
| <input checked="" type="checkbox"/> Equipment Technical | <input type="checkbox"/> Other(Please describe) |
| <input checked="" type="checkbox"/> Other(Please describe) | |
| <input type="text" value="Early Learning Center with Admin Offices"/> | |