

Budget Details

Pickerington Local (046896) - Fairfield 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?

Pickerington Schools returned to fully in-person instruction on April 5, 2021. About 989 staff members were fully vaccinated in the Spring of 2021, and nearly 252 students aged 16 and up were also vaccinated in the Spring of 2021. The state of Ohio has continued to relax COVID-related restrictions, but the District's Flexible Learning Plan 2.0 provides the District with the necessary protocols to handle various instructional models during the 2021-2022 school year in the event of a resurgence in COVID-19. The District's ARP ESSER Plan can be found at <https://www.pickerington.k12.oh.us/arp-esser-pickerington-local-schools-plan/>.

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 OIP process, as led by and analyzed by our District Leadership Team (DLT), identified our Tier 2 and Tier 3 students through comprehensive and ongoing data analysis. In almost every case, our Tier 2 and Tier 3 students are the same students who are disproportionately impacted by the loss of instructional time. The District will use funds reserved under 2001(e)(1) of the ARP Act to address the needs of our Tier 2 and Tier 3 students mainly via summer school programming in the summers of 2022, 2023 and 2024. We may also add staff members to address specific subgroups, specifically English learners, economically disadvantaged and special education populations. We will also work to create opportunities for extended day or afterschool programs in subsequent school years.

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 educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities; (3) Purchasing supplies to sanitize and clean facilities operated by an LEA; (4) Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff ARP Act Section 2001(e)(2)(R); (5) 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; (6) Filtering, purification and other air cleaning

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 use funds consistent with 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 as follows: (1) Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction; (2) Implementing evidence-based activities to meet the comprehensive needs of students; (3) Providing information and assistance to parents and families on ways to support students, including the implementation of building level Diversity Ambassadors; (4) Providing mental health services and supports

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

The District OIP process, as led by and analyzed by our District Leadership Team (DLT), identified our Tier 2 and Tier 3 students through comprehensive and ongoing data analysis. In almost every case, our Tier 2 and Tier 3 students are the same students who are disproportionately impacted by the loss of instructional time and who must be addressed per 2001(e)(1) (e.g., students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students).

25 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.

The District has already begun the usage of the funds in the summer of 2021, and will continue to use them in robust and effective ways through the Summer of 2024. A basic framework would look like the following: Summer School Programming--Summer 2021 (utilizing ESSER II funds as

well), Summer 2022 (utilizing ESSER II funds as well), Summer 2023 (utilizing ESSER III funds as well) and Summer 2024 (includes opportunities noted at <https://www.pickerington.k12.oh.us/summer-learning-opportunities-2020-21/>) like Summer Boot Camps, Interest Based Camps, Curricular Bridge Classes, Credit Recovery, and others SY 2021-2022--Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities; Purchasing supplies to sanitize and clean facilities operated by an LEA; Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff ARP Act Section 2001(e)(2)(R); 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; Other 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; Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction; Implementing evidence-based activities to meet the comprehensive needs of students; Providing information and assistance to parents and families on ways to support students; Providing mental health services and supports SYs 2022-2023 and 2023-2024--Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities; Purchasing supplies to sanitize and clean facilities operated by an LEA; Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff ARP Act Section 2001(e)(2)(R); 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; Other 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; Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction; Implementing evidence-based activities to meet the comprehensive needs of students; Providing information and assistance to parents and families on ways to support students; Providing mental health services and supports

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

The District had already begun implementing remote learning prior to the COVID-19 pandemic. That said, we will continue to provide the option for our Virtual Learning Academy to meet the needs of students and parents who, for various reasons, desire and benefit from this method of instructional delivery. Additionally, the District is working to install its own self-provisioned fiber network and public WiFi access points so that students, families and to a certain extent our community can access the internet, which for all intent and purposes has become a daily-required utility in the lives of Americans.

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 DLT Committee, in concert with our Department of Teaching & Learning, leads this process for our District. The District creates a Multi-Tiered System of Supports (MTSS) and implements it with fidelity across the entire curriculum. We connect the MTSS to targeted at-risk populations, and round out our efforts by creating goals and strategies to enhance the school culture and climate, including frequently engaging parents on ways to support students. We also examine the impact of a positive school culture through the lens of behavioral supports like PBIS, knowing that students must be taught how we expect them to engage in their curricular pursuits. These efforts are well-planned and documented in the District CCIP planning tool located at <https://ccip.ode.state.oh.us/Planning/PlanOverview.aspx?ccipSessionKey=637594560254644336>.

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

50,000.00 AMOUNT	<input checked="" 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.
301,945.00 AMOUNT	<input checked="" 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.
50,000.00 AMOUNT	<input checked="" 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).
50,000.00 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.
50,000.00 AMOUNT	<input checked="" type="checkbox"/> P	i. Provide mental health services and supports.
119,147.00 AMOUNT	<input checked="" 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.
824,430.56 AMOUNT	<input checked="" type="checkbox"/> P	k. Addressing learning loss. Please elaborate below.
1,900,000.00 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.
100,000.00 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.
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.

676,630.24 AMOUNT

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

25,000.00 AMOUNT P Activities authorized under Title II, Part A Supporting Effective Instruction

25,000.00 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.

The District will be paying staff COVID related stipends during the 2021-2022 school year as a part of a compensation package that maintains our operations and continuity of services for students.

5. Budget Items

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

9.75 Instruction: Properly Licensed Teachers/Tutors	Describe FTE: \$1,000 tchr stipends equiv. FTE; +1 EL tchr
2.0 Governance/Administration	Describe FTE: \$2,000 admin stipend equiv. FTE
7.6 Support Services: Non-instructional	Describe FTE: \$500 support staff stipend equiv. FTE
Professional Development Coach	Describe FTE:
Data/Technology Specialist	Describe FTE:
1.81 Other 1	Describe FTE: Diversity and Engagement Ambassadors
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)	14,147.00 Professional Development for Infectious Disease
65,000.00 Professional Development Consultant	Substitute Teachers
10,000.00 Training/Software/Licenses	Travel Mileage/Meeting Expense
15,000.00 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

80,000.00 Other Purchased Services 1	Other Purchased Services: Description 1 Diversity and Engagement Consultant
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	
50,000.00 Other Purchased Services 1	Other Purchased Services: Description 1 Consultant for Pandemic/Emergency Response Train.
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.

In order to better facilitate and control the entry of outside visitors, we will be creating secure vestibules at both of our HS. This will contribute to the overall health and safety of our students. We will also be utilizing ARP ESSER funds to purchase equipment, including HVAC equipment, to properly clean and sanitize the school environment. We will also be using facility funds to create educational spaces in existing buildings for students to better access remote or online learning (e.g., Internet Cafes, Technology Kiosks/Lounges). Finally, we will be looking to install a self-provisioned fiber network in the District to increase the availability of remote learning and access to the internet. This network would be accessible for students, families and our community on a broad basis around the District as our school are spread out across the footprint of our community.

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 checked="" type="checkbox"/> Classroom Supply	<input checked="" type="checkbox"/> Health and Hygiene
<input type="checkbox"/> Office Supply	<input checked="" type="checkbox"/> Software

Computer

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.

Vehicle or School Bus

Technical Infrastructure

Equipment Technical

Other(Please describe)

Other(Please describe)