

ARP ESSER LOCAL USE OF FUNDS PLAN

WARREN CITY SCHOOL DISTRICT

105 HIGH STREET NE

WARREN, OH 44481

DISTRICT IRN: 044990

The American Rescue Plan (ARP) provides substantial federal financial resources to support states and local school districts. The federal requirements emphasize transparency and information for the public about actions to be taken and how financial resources will be used.

ARP ESSER funds will 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 will purchase materials, supplies, and contract for services in alignment with CDC guidance and city health department guidelines, including desk shields, wipes, sanitization services/supplies, PPE, improved ventilation/upgrades at district buildings, additional transportation, and any other items or services as needed in order to safely open and operate schools continuously for in-person learning.

ARP requires that the District reserve 20% of funds allocated 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 will provide summer and afterschool learning opportunities to address the academic impact of lost instructional time.

Beginning with the June 2021 Summer Bridge Program for students in grades K through high school, to address gaps and learning needs of students from the 2020-2021 school year and build a strong foundation leading into the 2021-2022. The District will continue to provide summer programming each year in June/summer of 2022, 2023 and 2024, for students. Summer and afterschool learning opportunities will be used to extend the use of evidence-based strategies, curriculum, materials, and experiential learning for District students. District teachers will provide instruction and students will be provided transportation for programming.

The District will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act by responding to identified needs due to the impact of COVID-19. These expenditures will include purchasing additional District vehicles in response to increased school liaison and school personnel home visits, and connecting with students/families to engage them in the learning process. Purchasing additional buses to address the transportation needs within the district while adhering to recommendations and mitigating factors for the health and well-being of students. Purchasing additional supplies for each child to reduce touch points to meet student needs in response to COVID-19. Due to the high volume of meals provided for children in the city, and increasing the amount of healthy food items and choices, there was an increased need for additional refrigerated storage containers. Additional supplies at each of the five food pantries across the district to meet the needs of students and families of underserved populations, materials to support our youngest learners, preschool-related learning materials and services, and continued maintenance of buildings for sanitization and ventilation, and facility upgrades, as recommended and needed in response to COVID-19 in order to maintain learning environments.

The District has a funding plan to ensure that the interventions the District 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.

In addition to the programming and supports already identified for closing the gap in learning loss, the district will hire additional personnel in areas such as instruction/academics (ex: additional primary grades Reading Support Teachers), school counseling (ex: additional school counselor at HS to ensure one counselor per cohort), and student wellness (ex: newly created position of Associate Superintendent of Student Services, Student Wellness & Success,) in response to the impact of lost instructional time and students disproportionately impacted by the COVID-19 pandemic. In assessing the impact of COVID19 on school aged children, Warren City Schools District is compelled to do so within the context of being a mid-sized urban district striving to meet the needs of the third poorest city in the state of Ohio. This economic reality is driving a number of disparities relating to the health and wellness of our student population. Disparities that are contributing to the academic gaps our students are experiencing. The creation of a state of the art Wellness Center will directly address the physical, social-emotional, and academic needs of Warren City Schools' students who were adversely impacted by the COVID19 pandemic. The Wellness Center will increase capacity to develop students' level of personal wellness, and social emotional awareness as the needs of the whole child are advanced. All of this will work to best prepare students for their post-secondary lives and opportunities. A focus on social emotional learning has worked to address the social, emotional and mental health needs of our students increasing opportunity for academic growth. The confidence gained from successful engagement in a structured physical development program has a positive effect upon students' ability of self-management and their level of self-awareness (SEL). Components of the Whole Child Framework include *Physical Education and Physical Activity, Social Emotional Learning, Health Education*, all of which would be cultivated in students through access to a state of the art facility that supports equitable outcomes for all students. The whole-child approach to meeting student needs is reiterated in *Ohio's Strategic Plan for Education: 2019-2024* in its call that "Each student enters school health and **learns about and practices** a healthy lifestyle." The learning about and application of the healthy lifestyle will be applied in physical education, strength & conditioning, and health classes, in physical fitness groups for all students, and specifically identified as a part of our Tier 3 student interventions for our most vulnerable learners. A student's personal development can increase a student's self-efficacy which can affect all aspects of a child's life, social emotionally and academically. Part of the vision for the Wellness Center is to realize equitable student academic and social-emotional by addressing barriers such as anxiety and mental health concerns brought on by this pandemic. This will be accomplished through the creation of spaces and programs directly responsive to these student needs including a sensory room, yoga room and program, and de-escalation/mindful moment spaces. The Wellness Center Bistro will promote and teach students about a healthy dietary lifestyle, provide Transition to Work training opportunities for our exceptional learners, and provide industry credentialing opportunities for all students. Community partnerships in the food service and hospitality industry will provide knowledge and expertise necessary for the successful operation of the Bistro. Students, while helping to operate the bistro, will gain industry experience as they learn how to prepare healthy foods, market the product and learn from ordering to sales how the hospitality industry works. These opportunities would be available to special education students in our Transition to Work program (whose opportunities for job-site training have been limited due to the COVID19 restrictions), as well as students seeking to satisfy graduation

requirements by obtaining industry recognized credentials in hospitality through Serve Safe credentialing. This opportunity would provide all students with a pathway that may lead to either continuing their technical education beyond high school or prepare them to be more successful in the workplace. Greater access to and awareness of nutritious food options will also help to address the rising rates of childhood obesity being fueled by a sedentary lifestyle, dietary choices, and increased prevalence of depression and mental health concerns, thus helping to further meet the needs of all students. A final phase of the Wellness Center – an onsite full service health clinic – will be realized in collaboration with a community health provider. The Wellness Center Clinic will make healthcare more accessible to our student population, many of whom are from traditionally underserved communities. The clinic would be accessible to students during the day, with the expectation that parents and students will feel more comfortable having their medical needs met within a familiar environment. The Wellness Center would be centrally located in the city, which would help to reduce barriers to accessing medical care and consequently reducing health disparities for students from low income families, students of color, children in foster care, and students experiencing homelessness.

In order to determine the most important educational needs as a result of COVID-19, the first priority was determined by following the guidance of local health officials, ODH and maintaining protocols that support the mitigating factors to keep all individuals safe in the physical environments. The second priority is the continuity of learning that must take place ensuring that individual student needs are addressed and met through the whole child; mental, physical and tangent needs. Part of the instructional and learning impact for students is to identify materials, processes and procedures needed to ensure instruction is effective and meeting the needs of all students. A continued priority for students is supplying each child with the technology needed to provide remote/blended learning in all grade levels, as well as LMS platforms and/or programs that students will utilize to support their learning and teacher instruction in this setting.

The timeline for providing services and assistance to students and staff with these funds is ongoing. Beginning 3/13/2020, the District phased-in purchase of devices for 1-to-1 student remote learning grades 6-12 for the balance of the 2020 school year, followed by the purchase of grades 3-5 and K-2 devices for K-12 student access to and use of devices for remote/blended learning during 2021 school year, including online summer intervention literacy programming for grade 3 at the conclusion of the FY20 school year, May/June 2020, and Summer Bridge programming for all students K through high school in FY21. As part of implementation, staff, students and families have been provided training device utilization and programs, to support online instruction and remote learning, which will be utilized as individual circumstances and situations present themselves. Additional programming is identified and utilized to meet the learning needs of students.

ARP ESSER funds will promote remote learning by ensuring the following continue: 1-to-1 student access to devices, instructional learning platforms and online programming K-12 (ex: Office 365, Edmentum Exact Path, Reading A to Z, etc), access to wifi in order to access online learning, along with provider supports for implementation.

The District's has developed a 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 District utilizes NWEA MAP as a universal screener in English language arts and mathematics, grades K through HS, and progress monitors student learning through the use of assessments such as Heggerty early literacy, District-created common assessments, etc. Students in all grade levels participate in an intervention/enrichment period to further respond to differentiated needs, and parents are provided information and assistance through ongoing Communication via the Remind app, messaging in Clever, the District website, periodic District mailings, etc. School liaisons support building-level monitoring and tracking of student attendance, and starting with the 2021-2022 school year, an administrator has been assigned to oversee and monitor the education of students participating in distance learning and/or in non-traditional education settings. Additionally, there will be further oversight of attendance, engagement and overall supports for students that are non-academic that could be barriers for students through a newly created administrative position.