



DEBORAH BROWN COMMUNITY SCHOOL

ARP ESSER III USE OF FUNDS

School Year 2022-2023

PART I: Strategies for Prevention and Mitigation of Covid19 and its Variants

Starting in March, 2020 when schools and business shut down, we took safety measures that allowed us to keep our school open during the school year with only occasional closures for deep cleaning and staff adjustments that allowed for continuity of services. We have followed CDC and SHD requirements.

In consultation with stakeholders in meetings, both on-site and video-conferencing, the following have been identified as needs for School Years 22-23 and 23-24—we will continue to implement protocols initiated by the OSDH and CDC to ensure the safety of students and staff, as well as community members for protective equipment, sanitation materials and services, instruction on prevention of Covid and other viruses, security services, and staff salaries and benefits.

Repair of Facilities	\$60,000.00
Security Services	\$30,000.00
Cleaning/Disinfecting Services and Supplies	\$66,409.26
Prevention Training	\$2500.00
Total:	<u>\$158,909.26</u> 22% of funds

PART II: Addressing Learning Loss (20%)

We provided math and literacy intervention by staff who were assigned to track progress through benchmark assessments, provided an instructional coach to assist teachers and paras, and other interventions such as Extended Day, Summer School/Extended School Year, and others per individual student need.

Highly Qualified PK Teachers and Paras to provide focused instruction to prevent/correct learning losses:

795 expenditures for salaries/benefits for 22-23 and 23-24:	\$186,301.42
Supplemental software for in-school and distance learning instruction for 22-23 and 23-24:	\$ 55,617.49
Network maintenance to run software	\$ 12,000.00
Technology for 22-23 and 23-24 for use of software	\$216,098.58
Professional Development for teachers, paras—use of technology and software, methods	\$ 15,000.00
Training for students and parents—preventions for Covid, flu, and other viruses	\$ 2,500.00
Speech therapy	\$ 20,000.00
Total:	<u>\$ 505,017.49</u> 72 % of funds

PART III: Other ARP ESSER III Expenditures

Include Federal program management, Tuff Shed for equipment storage, property insurance

Total \$41,000.00 6% of funds

Grand Total: \$704,926.75 for 2 school years

Part IV: Ensuring that the Most Vulnerable Students' Unique Needs Are Met

How the LEA will 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. Deborah Brown Community School serves approximately 200 students. It has a 96% attendance rate. Ten percent of the student population is served in the Special Education program with 90% economically disadvantaged.

SUBGROUP	ACADEMIC NEEDS	SOCIAL NEEDS	EMOTIONAL NEEDS	MENTAL HEALTH NEEDS
Economically Disadvantaged Students	1:1 chromebooks or tablets for school and virtual learning as needed Curriculum for Distance learning Tutors as needed based on learning gaps Learning Specialist for special population that will need additional support	School Supplies as needed. i.e. Lunch box, backpack, water bottle etc. Allow for remote meal service for families when students are learning remotely /virtually Access to all summer enrichment and special classes.	Classroom Mentors Social Emotional curriculum Responsive Classroom implementation Professional Development for staff	Partnership with outside counseling and therapy resources as needed Classroom behavior or academic plans to support mental health Parent community nights with local support partners
Students of Color	1:1 chromebooks for school and virtual learning as needed Curriculum for virtual learning Interventionist as needed based on learning gaps Learning Specialist for special population that will need additional support	Allow for remote meal service for families when students are learning remotely /virtually Access to all enrichment and special classes. Parent Liaison	Classroom Mentors Responsive Classroom implementation, resources and continued professional development	Classroom Mentors Responsive Classroom implementation, resources and continued professional development
Students with Disabilities	Targeted Interventions based on IEP needs Learning Specialist for special needs population	Allow for remote meal service for families when students are learning remotely /virtually Access to all enrichment and special classes.	Classroom Intervention Services Responsive Classroom implementation, resources and continued professional development	Targeted behavior interventions base on RTI data Classroom behavior or academic plans to support mental health
Homeless Students	1:1 chromebooks for school and virtual learning as needed Curriculum for virtual learning to be purchased and implemented Homeless Liaison to provide wrap around services	School Supplies as needed Allow for remote meal service for families when students are learning remotely /virtually Access to all enrichment and special classes.	Classroom Mentors Responsive Classroom implementation, resources and continued professional development	Partnership with outside counseling and therapy resources as needed Classroom behavior or academic plans

- We provided counseling for students to help them address the impact of Covid on their homes and school. We developed behavior and/or academic plans to support mental health while addressing individual learning losses. We met with parents and community members for input into these plans. We provided computer devices to all students to continue instruction at home as needed during the shut-down.
- We provided meals while students and families were home learning remotely.
- We continued periodic assessments to determine improvement and further needs.
- We provided on-site professional development to hone teacher, para integration of core subjects with online curriculum and technology.
- We provided access and instruction for special ed students based on their assessment results, and to fit their disability/disabilities.
- We provided enrichment for students who were assessed as above grade level in core subjects.
- We provided pickup of student supplies, devices, packets of practice instruction, and provided a safe drop off point for those based on their specific needs.
- We continued to serve all subgroups with instruction and resources during the shut-down in March-May 2020, and during absences due to student illness in subsequent years.
- Student subgroups, economically disadvantaged, students of color, disabled students, homeless students—all were given immediate instruction and support through the last 2 school years.
- Economically disadvantaged families were contacted personally through email or via phone to determine immediate and upcoming needs. Those needs, including meals, school supplies, tablets or other computer devices were picked up by parents or delivered to the home; books, instructional packets, pencils, crayons, paper, etc. also were delivered to the home.
- Disabled students were provided with supplies, meals, instructional materials as prescribed for their disability.
- We have no identified homeless students, but should 1 or more enroll, we would provide meals, transportation, hygiene items, school supplies, a computer device, and all instructional supplies for those students to have an equitable education as other DBCS students.
- Students of color—about 95% of our students are students of color, the other 5 are Caucasian. All students are treated equally and provided instruction and materials equally or as their needs, grade levels, subject matter require.
- These same services apply to school shut downs or if a student is out sick with covid or any other transmittable viral illness.
- Our administrators routinely hold teacher meetings—individually or whole group to ensure that all subgroup students are served according to their fundamental needs and academic needs.

Revised: April 4, 2023

Updated 4/25/2023