

ARP-ESSR and Foundation Aid Funding Plan



Introduction

The 2021-22 enacted state budget includes language requiring local education agencies, such as school districts, that receive funding from the Federal Elementary and Secondary School Emergency Relief Fund allocated by the American Rescue Plan Act of 2021 (ARP-ESSER) to post on its website a plan by school year of how these funds will be spent.

New York has been allocated nearly \$9 billion in ARP-ESSER funds, with a minimum of \$8.09 billion (90 percent) going to local education agencies, including public schools. McGraw Central School District has been allocated \$2,163,275.

Of this total, the following is specifically required to be used for

Supporting summer programming:

After-school programming:

Additional supports to address learning loss:

Districts are also required to prioritize spending on **non-recurring** expenses in the following areas:

- Safely returning students to in-person instruction;
- Maximizing in-person instruction time;
- Operating schools and meeting the needs of students;
- Purchasing educational technology;
- Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness;
- Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs;
- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs; and
- Supporting early childhood education.

In addition, districts must identify programs and services that will continue beyond the availability of these federal funds and how local funds will be used moving forward in order to minimize disruption to core academic and other school programs.

Before posting this plan, districts are required to seek public comment from parents, teachers and other stakeholders and take such comments into account in the development of the plan.

- A public hearing was held on May 19, 2021 at the McGraw High School Library.
- The District Wellness Committee included the stimulus funds use as part of their agenda in May.
- The Curriculum Committee included the stimulus funds use as part of their agenda in May.
- The Technology Committee included the stimulus funds use as part of their agenda in May.
- All district educators were invited to participate in a Google Survey to share ideas and thoughts regarding the use of the funds. Committee and previous meeting input was included into the Google form.
- All school employees were invited to a discussion meeting on May 25, 2021 in the McGraw High School gymnasium. Information from previous meetings and the information shared in the Google Form document was shared with all in attendance.

All participants in each meeting have been encouraged to share any additional thoughts or questions with the superintendent at mmccool@mcgrawschools.org or with their direct supervisor.

 For each of the sections below, as applicable, include:

- *How spending is being prioritized on non-recurring expenses;*
- *What will continue beyond the availability of federal funds, including information about how local funds will be used once federal funds are no longer available.*

If attaching an FS-10 or additional financial detail, make sure to also provide a plan summary for the purposes of accessibility for all users. Include information about whom to contact if someone has difficulty accessing any attached documents.

REMINDER: *20% of the “primary” allocation must be used to measure and address lost instructional time as a result of the pandemic; In addition to the primary allocation, some districts will have access to funding streams that must be used for supporting summer programming, after-school programming and/or additional supports to address learning loss.*

Safely returning students to in-person instruction

Plan Summary:

Maximizing in-person instruction time

Plan Summary:

Additional faculty to decrease class size in elementary classes. Keep teacher: student ratios below 1:20.

Provide Paid Collaborative Planning time outside of regular instructional periods.

benefits of co-teaching collaboration approaches for special education teachers and gen ed teachers (planning)

Data analysis with staff member that can organize it and interpret the data received from all of our students' last year teachers, cumulative folders, AIMS Forms, accompanied with STAR data, Achieve Data (3-5), etc. this would be a HIGH QUALITY opportunity to maximize in person instruction time right at the beginning of the year, in September and provide a preparedness that we have never been able to plan for.

contract substitutes - perhaps one per building

Several students around the school that would love to have some college level courses available to them that our district cannot offer at this time. If it is during the summer months some juniors and seniors may be interested or during the regular school schedule.

Literacy or Math Specialist/ coach for increased ELA and math support.

Staffing to support high level STEM electives to be taught.

More low level/ high interest books-especially for upper elementary level.

Supports in classrooms for small group instruction

Staff training/PD on new technology devices

Train and utilize early literacy programs such as Haggerty - phonemic awareness; Wilson Foundations - Phonetics; Continue Science of Reading literacy training/coaching

Increase space for Weight Room for Fitness class.

K-2, 3-5 and 6-8 Data Coordinator/Instructional Coach Teacher positions, or perhaps content specific coaches.

Operating schools and meeting the needs of students

Plan Summary:

Utilize tutors for quarantined students rather than synchronous virtual instruction.

Continue to use google classroom and online options universal with in class learning

Implement 1:1 technology

Afterschool tutoring.

Purchase of educational technology

Plan Summary:

Coding software, drones, robotics, Lego League supplies
noise cancelling headphones

IXL program

lap-top and cart on wheels to more effectively access the smart boards and technology while instructing.

Google extension purchases

Maintain contracts for digital support offered with many of our textbooks.

Pograms to consider: Immersive Reader- <https://azure.microsoft.com/en-us/services/cognitive-services/immersive-reader/#overview> : reading and comprehension support to help students become more independent, Kami- <https://www.kamiapp.com/> PearDeck- <https://www.peardeck.com/>

Purchase additional iPads and applications

Purchase of additional stylus for students to utilize on an iPad to promote pencil grasp during iPad activities.

Purchas of Osmo kits (<https://www.playosmo.com/en/>) -Purchase of additional items as suggested for STEAM

Staff training on new digital equipment (DELL boards) -Mobile hot spots for families (to increase availability of internet services at student homes to aid in remote learning)

Purchase Playaways(<https://playaway.com>) for read alouds at ES Library.

Addressing the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness.

Plan Summary:

Data coordinators to facilitate RTI meetings in grades 3-8 Instructional Coaches to assist with targeted interventions in every 3-8 classroom.

A bridge program to aid students who score low on assessment tests. During or after school resource teacher to provide a refresh or review lesson/class.

Family nights

Peer tutoring opportunities

Speakers to address: the "whole child" not just academics

Summer recovery programs

Start up a peer mentoring program (high school student paired with elementary student)

Social/emotional/ behavioral support

Improvement classes for reading, fine motor, speech, social/emotional included in daily schedule for those in need.

Increase support staff (social worker, counselors, psychologist) to address attendance, SEL, provide counseling, outreach to parents/families.

Provide program to help get students to understand how to fuel their body properly and work out properly will improve self esteem, school attention, behaviors, etc.

Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs.

Plan Summary:

Additional School Psychologist

Morning pep-rally/spirit day/week Teachers vs students

Guest speakers for students After school clubs/help rather than ASD which is unstructured

Collaboration clubs with other districts (CHAMP)

Project Based learning

provide a kiln for art classes at the elementary school - one time expense that will assist with art therapy.

water bottles for students

new curtains in nursing offices (metal parks braking off)

personal hygiene kits for older students 4-5 grades

Advance the highest level learners with enrichment opportunities

Program Sources of Strength to train and utilize youth peer mentors.

We could also offer workshops on academic success strategies to our students with some sort of incentives to participate (food, giveaways, swag(free McGraw gear)).

Offer mini-courses on Wellness for students that implement life long strategies for dealing with life stressors and maintaining physical health (cooking, exercise).

Responsive Classroom training

Fun clubs that can't happen at school and that some families may not be able to afford- such as horse back riding lessons, ski club or skating club- giving our students the opportunity for fun and physical activities.

Offer work time afterschool during the year to improve strategies, discuss data with colleagues, brainstorm new ideas with current curriculum.

Additional staff- social worker, psychologist, support personnel

Staff development training to facilitate ways to incorporate ideas or activities into classroom or daily routine. -Additional support groups (lunch bunch or similar groups) that can push in/pull out to provide additional time for students who are below average and perhaps do not qualify for 504 or IEP but that could also include peer models in the groups as well.

Increase the availability of noise canceling headphones (or ear muffs

<https://www.amazon.com/kids-earmuffs/s?k=kids+earmuffs>) for those who might need a quieter environment to complete activities or reduce sensory input.

BIMAS - Online SEL pre- and post-assessments for grades 6-12: Provides alerts for students at risk for emotional issues and interventions.

Expand Positivity Project for Character Ed for grades 6-12

Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.

Plan Summary:

Hire enrichment teachers for the ES and HS to pull out students for gifted Project based learning activities and provide enrichment to students after school.

Structured after school assistance by subject or grade level

Offer additional college level courses during the summer months for juniors and seniors

Student internships

Start a Tutoring or Mentoring program

Educational field trip opportunities

In addition to the current enrichment program, maybe a homework help group 1 or 2 days a week, a writing club, a math club.

Additional summer PD opportunities

Summer programming for students

Increase use of SUNY Cortland Students in need of observation/participation hours to increase 1:1 time with students.

-Afterschool/Enrichment teachers & staff

After school enrichment K-8 - Subject area teachers do after school with students in their subject area.

An invitation only summer program for selected at-risk/slow learner students

Supporting early childhood education.

Plan Summary:

Offer a 3 year old classroom

Hire an additional Speech Teacher to provide speech improvement.

Speech improvement, continue OT push in support, group counseling.

Play based programs, mentorship with older grades, reading buddies.

Investment in Professional Development specifically for Early Childhood Educators -Curricular materials (if needed)

Furniture & age appropriate materials for the new 3 year old classroom

Involve parents with students learning

include a canopy for the playground to allow for outside recess in the rain and allow for shade in the summer, especially with the addition of a 3 year old classroom and making sure the students get outside time as much as possible.

Another need would be some sort of place for a well organized storage opportunity. The Pre-K rooms are small and have no closet storage for our manipulatives and thematic unit materials which makes the rooms feel very cluttered, especially with the restrictions we have due to fire inspection. Even just some kind of space saving cabinet or hanging shelves that could go in our rooms would be helpful, perhaps utilizing the empty wall space in the bathroom