

**Mount Pleasant Central School District
CRRSA & ARP Stakeholder Meetings
Running Agenda & Minutes**

**Year: 2021-2024
Time: 6:30pm
Location: Westlake Library**

Present		Absent
Dr. Kurtis Kotes Dr. Adam Bronstein Andrew Lennon Colleen Scaglione Neglia Michael Horan	Virginia Campbell Michael Cunzio	

Date	Topic	Notes
6/16/2021	Background	<ul style="list-style-type: none"> • There will be several meetings over the course of several years to provide input on the allocation of these funds. • The draft is a proposal for the district to begin to apply for these funds with the federal government. • The Mount Pleasant Central School District budget development process is one that includes a great deal of stakeholder input. Members of our school community are invited to participate in a meeting at 6:30pm on Wednesday, June 16, 2021 with members of the Board of Education and district administration to provide input and feedback regarding the development of the plan and allocation of CRRSA and ARP funds over the next several years. • The Elementary and Secondary School Emergency Relief (ESSER) Fund was established in the Coronavirus Aid, Relief, and Economic Security Act on March 27, 2020, and is now further funded under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act on December 27, 2020 and the American Rescue Plan (ARP) Act on March 11, 2021. With the ESSER Fund, the U.S. Department of Education awarded grants to New York State for the purpose of providing local school districts that receive funds under Title I, Part A of the Elementary and Secondary Education Act with emergency relief funds to address the impact the COVID-19 pandemic has had, and

		<p>continues to have, on elementary and secondary schools across the United States.</p> <ul style="list-style-type: none"> • Under CRRSA, the Mount Pleasant Central School District has received \$208,388, which it has until September 30, 2023 to obligate funds. Under ARP, the Mount Pleasant Central School District has received \$468,010, which it has until September 30, 2024 to obligate funds.
	<p>Budget</p>	<p>Our budget will be structured to allow for flexibility to prioritize funding of the most pressing needs throughout the grant period. The proposed budget seeks to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students’ social, emotional and academic needs and address the disproportionate impact of COVID-19, including:</p> <ul style="list-style-type: none"> • evidence-based, summer programs and summer learning; • evidence-based, supplemental after school programs; • evidence-based, extended school year programs; • planning activities during long-term closures, including providing technology for online learning that supports educational interaction between students and teachers; • providing mental health services and supports, including through the implementation of evidence-based interventions; • other activities that are necessary to maintain the operation and continuity of services, including continuing to employ existing or hiring of new staff. <p>In addition, our proposed budget seeks to support training and infrastructure needs, due to the disproportionate impact of COVID-19, including:</p> <ul style="list-style-type: none"> • coordinating preparedness and response efforts with state, local public health departments to prevent, prepare for, and respond to COVID-19; • training and professional development on sanitizing and minimizing the spread of infectious diseases; • purchasing supplies to sanitize and clean our facilities; • repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards; • improving indoor air quality; • planning for or implementing activities during long-term closures, including providing meals to eligible students;

		<ul style="list-style-type: none"> • other activities that are necessary to maintain the operation and continuity of services, including continuing to employ existing or hiring of new staff.
	<p>Stakeholder Input (in-person)</p>	<ul style="list-style-type: none"> • Emile Last - What does evidence-based refer to? <ul style="list-style-type: none"> ◦ Would like to see SEL expenses/STEAM expenses/performing arts opportunities (extracurriculars) on behalf of the Education Foundation • Virginia Campbell - Mount Pleasant Teachers Association <ul style="list-style-type: none"> ◦ Would like to additional interventionists to meet the kids needs during the school day ◦ Request for after school busing to help kids access after school help, perhaps if it just used for that purpose • Carlo Valente - The funds should go toward increased education staff, and supplies. It should all be put towards education and support. The amount of education lost these two years is immeasurable. The items mentioned in the list, i.e. sanitizing, equipment, etc., if going by the latest information from the cdc, was found not to be a deterrent toward the spread of the virus.
	<p>Stakeholder Input/ Questions (submitted online)</p>	<ul style="list-style-type: none"> • Under what conditions the funds are provided? Timeline, etc.. • I find the request vague. You have not provided a cite to the relevant portions of the Acts, which are complex; or what the District plans are, including the amount at issue; or, if I understand a portion of the Act, what lost "revenues" are being replaced; or what the term "obligate" means, (e.g., do we borrow money and pay back with interest?); or the parameters of the meeting as to whether input can be provided after the meeting. In addition, I do not understand why this request is coming in mid-June for Acts enacted in late

January and early March (not recently), even given a month or so for the Federal Government to allocate gross funds and provide application details.

- It would be terrific if a large portion of these funds can be used to create, fund and keep an ongoing proactive mental health program for our kids in all grade levels as they deal with the effects of this pandemic from this past year on their psycho-social and emotional well being in order to ensure they have proactive mental health training that gives them the coping skills necessary for dealing with the effects of this pandemic on their mental health as well as recognizing how they can help others who may need it. Just like we offer physical education in every year and weekly to give them the tools to get their bodies in shape, we should offer as much and as strenuous mental health education to get their minds in shape to deal with the effects of this pandemic on them and those around them. It's not enough to hold assemblies from time to time, or create a passive webpage for people to seek out on their own. Real classes taught by real professionals on mental health strategies - and not just a week in a half-year health class, but a whole year and every year of classes that focus on keeping the mind fit and healthy would be a good use of these funds.
- Can we use some funds or propose another bond for improvements to the fields and facilities? They are lacking.
- Good morning, thank you for considering our feeling and thoughts on this very important and topic that has become controversial in many districts. I am concerned that we have been given short notice and opportunity to discuss and provide our feed back. If the feedback of other taxpaying dollars have been also been applied to this survey not just those who have children in the school.

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| | | <ul style="list-style-type: none">● Will funds be used to help continue to improve and implement what was already in place . these funds i see are not indented to create radial change in our curriculum; but to help the students catch up do to COVID. Recover from the loss of being in the actual school .● I would like to see for starters extra help after school provided by the school to help those many students catch up. Help them with the homework. This year has been a race to get the students ready and relearn last year and learn this year this is not possible. I feel and know my daughter needs extra help needs continuous learning because of this learning and getting through the school year race. The money due to COVID should be used to help the students impacted by COVID .● Smaller class sizes add on more teachers. Create more counseling services for the students this pandemic has been shattering to adults and children.● Create cleaning air flow and ensuring the windows and air flow is up to par.● give Chromebook to each student so they are a costumed to using a tablet as well as learning how to write script and continuous practicing writing.● As i mentioned these funds are to be used for COVID recovery. what did they miss out on and how can the students catch up and continue learning in the classroom at a regular pace and not racing to get material . When quarantine have it built into the system that a teacher will teach each students one on one or small groups so they don't miss out when they return to the classroom.● Once again this is for COVID repair and how to live with COVID● Extra help after school program that does not cost us more money. Better buses so we feel safe to place our kids on the bus.● I do not feel these funds are to bring in or implement CTR. If so is CTR going to be infiltrated into our school? My daughter already is reminded every day of her life how she is different and in her mind does not fit in . I cant see why anyone would intentionally remind people of how they are different and create more confusing and insecure children. Then you will have to increase the budget use toward psychologist and increase the budget for many |
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parents pulling kids out of the school system and fighting having to pay for school taxes. That will become a legal concern.

- I don't want my child being separated because i refuse for her to have the vaccine. If she is segregated then will you create classrooms for those students. She must be in school to learn . I do not want these funds for testing my child in school . I don't want these funds to be used for radical change and debate as to whether our calendars are going to read Christmas Vacation and not teach our children history as it is!! We evolved from our forefathers. This should not be a debate about Columbus day being referred to as indigenous holiday. These funds are not for extreme radical unnecessary change . These are recovery funds how to help the children to where they would be if COVID never existed mental, physically, emotionally RECOVERY funds . NOT EXTREME Change funds.
- Are there any requirements that the district is now obligated to adopt for accepting this funding. Examples - Teaching Critical Race Theory or allowing biological boys to compete in girls' sports, or allowing someone to identify as another sex to gain access to bathrooms or locker rooms.
- As a member of our education foundation for eight years I would like to advocate on behalf of some of the programs that our foundation has provided funding for in the past. Over the last 18 months it has been difficult to raise monies for these programs that our teachers have come to rely on - for enrichment items not included in our school budget. I have been reached out to by educators In our STEAM and Performing Arts programs for funds that we just don't have. Can we work together to figure out a way for these enrichment requests to be funded by CRRSA & ARP monies?
- Are there stipulations on how the funds need to be used. I question how the federal government will force us to use the funds that will not fully benefit the district or the students. As I see this all over the country, metastasizing

CRT, and other forms of hate trying to be taught to our children. I see the bill H.R. 1319 and SEC 2001 under the bill. More big brother and New York State has been terrible with our children. I don't want funds that will be forced on us, that come with mandates and dictated from New York state on what's best for our children. In the Bill SEC 2301 and SEC 2401, pushing more testing and vaccines, where in our schools!!!! NOT on my kid. I think we should look very closely on what they are trying to sell us. I would say NO to the grant, we will be forced to implement negative outcomes in our community.

- What are we required to do as a district in order to receive these funds?
What's in the fine print?
- The school's position on Critical Race Theory and its effects on children.
- Our district is putting in central air for better air quality for the kids and staff in case we ever need to go back to wearing masks.