



## **RCSD Post-Pandemic Plan - Beginning July 1, 2021 (2021-2022 School year and beyond)**

**This plan is a supplement to the RCSD Reopen Plan**

**Adopted by RCSD BOE 06-22-21\***

### **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. Romulus CSD has been allocated \$1,301,271.

#### **NYSED Guidance if available at:**

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/american-rescue-plan-21.pdf>

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.

\*Revised 11/8/21

**Below you will find a draft of our proposed plan. We have identified several areas throughout our educational programming and daily operations to allocate this funding. We have tentatively ranked some proposed actions as we start this planning process.**

## **PLAN COMPONENTS**

### **1. Safely returning students to in-person instruction**

Plan Summary: (Based on the RCSD Reopen Plan revised 05-11-21) RCSD will provide daily, in-person instruction as the preferred method as long as this can be done in accordance with NYS COVID safety measures for schools. If remote instruction is offered, the district may provide this through a contract with W-FL BOCES or other service provider as needed to meet the needs of students within the district.

**Romulus CSD may restructure student schedules in order to accommodate the need for social distancing within the building.**

UPK 3 - These students will attend a half-day, in-person classroom during the AM.

UPK4-K

Students will attend a full-day, in-person class. We have two classrooms planned for 2021-2022 for both UPK4 and Kindergarten. These students will receive instruction in reading, writing and math as well as participate in PE, music and art.

Elementary, Grades 1-6

Students will attend each day, in-person. These students will remain as a cohort in their classroom. They will also receive instruction in music, art and PE throughout their week. Depending on transportation and health screenings, the instructional day may need to be adjusted to allow for the district to meet these needs. If remote instruction is offered, the district may provide this through a contract with W-FL BOCES.

Secondary, Grades 7-12

Students in these grade levels will follow either a full in-person or full remote schedule. Students will follow their chosen instructional method and associated schedule. Attendance will be based on that associated schedule. If remote instruction is offered, the district may provide this through a contract with W-FL BOCES.

Home School Students

To support parents who chose to Homeschool their student, the district will provide resources (chromebook, some print materials) and access to online applications to support home instruction upon request. Parents will be required to file an Individual Home Instruction Plan (IHIP) with the district

“Remote Learning” Students through RCSD by contract with W-FL BOCES

Remote learning students will be provided a schedule, materials, and the necessary technology to participate in classes daily from home. For secondary students, students will enroll in the W-FL BOCES remote instruction program.

If circumstances require it, the district will shift to full remote learning for all students. For elementary students, teachers will “hold class” online for students for 1 hour in the AM and 1 hour in the PM for direct instruction in ELA and Math. Secondary students will follow their schedule from home and connect with teachers during their assigned class time.

## **2. Maximizing in-person instruction time**

Plan Summary: RCSD will offer in-person instruction as the preferred method for all students. In the event NYS allows full-remote instruction as an option to students in the 2021-2022 school year, the district will provide this method to families through contract with W-FL BOCES. All students in grades PK-12 will have the ability to attend full-day, in-person instruction.

We recognize that the best place for our students to learn is in the building. We are committed to making this happen for all students every day in accordance with all local, state and federal health guidelines. In addition, we recognize that some of our students will need extra academic supports and are planning to provide those supports throughout the school day with additional structured academic intervention services, restructured academic labs to support failing students, and before school and extended after school hours for students to receive additional support. In addition to programming, RCSD plans to increase available transportation to students.

## **3. Operating schools and meeting the needs of students**

Plan Summary: RCSD will provide a full student and staff in-person school year of at least 180 in-session days. This will include classroom instruction, daily breakfast and lunch, health and guidance offices, counseling, transportation, extracurriculars such as sports and clubs, community school wraparound services, and referrals to outside agencies when needed. Funding will be utilized to support some additional transportation, school supplies and furniture that may be needed to accomplish this. Funding will also be used to increase the counseling support available to students and plan for a proactive approach to supporting social-emotional wellness. We will also continue to utilize technology to continue instruction when Emergency closure goes beyond 2 days.

## **4. Supporting the use of educational technology**

Plan Summary: RCSD will look to enhance and add to current available technology to assist students in learning and supporting their needs. Technology will be used to collect data to identify and support student needs, address learning loss, support academic acceleration, and improve communication with families.

Specifically, RCSD is looking to utilize grant funding to

- Grades 7-9 Afterschool Academic Support & Enrichment

- Instructional Technology Coach to support staff
- Student Help Desk
- Panorama Student Success Program (Data Dashboard)
- Parent Square Notification System
- Boardworks Digital Curriculum to support differentiation in grades k-12)
- Digital evaluation kits for Committee on Special Education and 504 Committee

## **5. 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: RCSD will focus efforts on identifying and supporting the needs of all students through careful examination of student learning data. Using the data collected, RCSD staff will target resources and staffing to support students who faced the greatest challenges as a result of the pandemic. Specifically, the district will formulate a data team and exam the following student data:

- Attendance
- Reading Level
- Comprehension Level of text (Scholastic Literacy, Teacher Assessment, IXL Benchmarks)
- Assessments administered by AIS staff
- Grades on course work and classroom assessments (Students in 6-12)
- State assessment data (3-8, Regents)

In addition, in the fall of 2021, RCSD will plan make-up sessions for any related services not provided due to the pandemic or remote learning schedules in the 2020-2021 school year for Special Education students.

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

Plan Summary: RCSD recognizes that in order to support students' needs it will be necessary to evaluate, revise, restructure and/or supplement our current instructional programming to address the current and emerging needs of our students as a result of this pandemic. Our goal is to invest in staff, programming, curriculum, and professional development in order to "Build Back Better" from where we were in 2020. In addition, RCSD recognizes that it will be necessary to further develop and then leverage the expertise of our educators and counseling professionals to do the work we need to do to recover.

We have broken this part of the plan down into specific focus areas. Under each focus area, we have identified staff, purchases and services we think will help us to "Build Back Better".

Focus Areas (components may be ranked by priority labels of 1=high, 2=medium, 3=low, ?=not sure if there will be a need)

#### Supporting Student Academic Achievement

- Additional General Education Elementary Teacher to provide more intensive classroom instruction (1)
- Additional Special Education Elementary Teacher to provide more intensive classroom instruction (3)
- Grades 3-6 Additional Reading Support (programming and/or staff) (1)
- Grades K-5 Summer School Additional Teachers (3)
- Remote Instruction Coordinator to Support BOCES Remote Program (?)
- Grades K-6 Mathematics Curriculum in year 2 or 3 (1)
- Grades 7-12 Additional Mathematics Teacher (1)
- Summer Curriculum Work Funding for Teachers (1)
- Additional OT/ PT service days through BOCES (3)
- District Data Coordinator(s) for student data to measure progress (1)
- Data Team to review student data
- Curriculum and Assessment Development Teams-Primary, Upper Elementary, Middle School and High School (2)
- After School Support Coordinator stipend(s) (2)
- Instructional Technology Coach position/stipend (1)
- Secondary Academic Support Specialist stipend (1)
- Additional Literacy Supplies for Elementary Classrooms to support differentiation (1)

#### Social and Emotional Well-Being of Students and Staff

- Additional Counselor (Youth Counseling from FL Council on Substance Addiction) 2 Days per week (1)
- Student and Staff Support Program (Panorama) (1)
- Participation in the Finger Lakes Community Schools Network (1)
- Culturally Responsive Instruction PD (2)
- Additional Training/Support for Restorative Practices (1)
- PT EL Guidance/SEL Coordinator (1)
- MTSS (Multi-Tiered Systems of Support) Development Team (1)
- Mentoring Program for 4-6 providing HS student mentors (2)
- Sources of Strength Suicide Prevention Program for Secondary Students (1)
- Pretty Brown Girl Online Program for ML (1)

#### Professional Development and Additional Teacher Supports

- Forming grade level and department/Team PLCs to focus on instructional improvement (1)
- Teacher Leaders (Primary, Upper Elem, Middle, High-1 each) Stipend (1)
- Additional training in Restorative Practices (1)

- Professional development addressing Equity and Implicit Bias
- Training on use of district technology and any additional technology purchased

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

Plan Summary: RCSD is looking to support students through the following programs/services:

- Extension of Summer Feeding Program (Breakfast & Lunch) Beyond Summer School through August 2021.
- After-school support for students such as counseling groups, mentoring, and enrichment activities
- Wrap-around services before and after school to support students in academics and mental health services
- Targeted after-school support for students in 7-12 who are struggling to make academic progress

**8. Supporting early childhood education.**

Plan Summary: RCSD will use funding to pay for partial funding of PK program costs for the next 3 years and use this time to evaluate nonresident attendance during this period to make recommendations to the BOE on continuing to allow nonresidents.

Proposed Budget Narrative

Proposed Budget is submitted as part of the grant application. Expenditures will be for school years of 2021-2022, 2022-2023, 2023-2024

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
<p><b>Code 15</b></p> <p>Professional Salaries</p>	<p>*0.5FTE School-based Mental health counselor to support Community Schools Model (Y22-23, \$36,000; Y23-224, \$38,000)</p> <p>*1.0FTE Additional School Counselor to increase SEL competencies within the district (Y21-22, \$50,000; Y22-23, \$52,000; Y3:\$54,000)</p> <p>*1.0FTE Instructional Technology Coach to support teaches' development of technology resources, facilitate distance learning, student engagement and use of digital assessment, (Y23-24, \$73,000)</p> <p>Secondary ELA Teacher/AIS Teacher to support evidence-based academic interventions to target population in grades 7-9, 1.0FTE, (Y23-24, \$54,000)</p> <p>*1.0 FTE Elementary Classroom Teacher to reduce class size to provide for more individualized instruction, (Y23-24, \$51,000)</p> <p>*1.0FTE Elementary Instructional Coach to support teachers use of data and</p>

evidence-based interventions in the classroom through individualized coaching, (Y22-23, \$60,000; Y23-24, \$62,000)

\*1.0FTE Secondary Reading Teacher to provide academic supports and evidence-based introduction for targeted student populations, (Y21-22, \$51,000; Y22-23, \$53,000; Y23-24, \$55,000)

\*1.0FTE Secondary Academic Support Specialist to monitor and support students who are struggling academically and provide targeted support to keep students on track for completing the school year, (Y21-22, \$65,000; Y22-23, \$67,000; Y23-24, \$25,000)

\*1.0FTE Elementary Teacher to replace TOSA Instructional Coach, (Y22-23, \$47,000; Y23-24, \$49,000)

\*1.0FTE Data Team Leader Stipend to lead the team that will review of district data and report to administration on evidence-based targeted interventions, (Y21-22, \$600, Y22-23, \$600, Y23-24, \$600)

\*District Data Team (5 teacher, 10 hours each) will review of district data and report to administration on evidence-based targeted interventions, (Y21-22, \$1500, Y22-23, \$1500, Y23-24, \$1500)

\*2 STEM Camp Advisors to run a STEM camp for elementary students during the summer to provide exposure to STEM concepts and enrichment opportunities, (Y:22, \$2400; Y:23, \$2400)

\*5 Advisors for Summer Enrichment Camp for students in grades 5-8 to provide summer learning and enrichment opportunities to support continued learning, (Y22: \$6000, Y23: \$6000)

\*After School Academic Support and Enrichment for students in grades 7-12 (135 days, 2 hours/day, 2 staff) (Y3-24, \$16,200)

\*Bus Driver for After School/Extended day program, 135 hours/year (Y21-22, \$4050; Y22-23, \$4050; Y23-24, \$4050)

\*Summer Curriculum Hours to review student data, evaluate resources and plan to address student learning needs in response to pandemic learning loss and the need for learning acceleration, (Y22-23:\$3000; Y23-24:\$17,400)

\*2024 k-5 Summer School for support for reading and math to maintain and accelerate skills, 1 principal, 8 teachers, 2 aides, 1 student work from Early Childhood program, (\$24000)

\*Training stipends for ParentSquare in order to implement the digital platform to support parent outreach and two-way communication between staff and parents (57 stipends, \$200 each, \$11,400)

\*Professional Learning Community: Secondary Science Teachers (5 teachers/9 hours each) to review student data, plan for interventions, support student engagement and academic growth, (Y21-22: \$1350, Y22-23:\$1350)

\*Professional Learning Community: Middle School Core (5 teachers/9 hours each)

	<p>to review student data, plan for interventions, support student engagement and academic growth, (Y21-22: \$1350)</p> <p><i>*Professional Learning Community: Special Content Areas (Art/Music/Tech/Ag) (6 teachers/5.5 hours each) to plan for physical distancing requirements, review student data, plan for interventions, support student engagement and academic growth, (Y21-22:\$960)</i></p> <p style="text-align: right;"><i>Total: \$1,054,260</i></p> <p><i>*Items highlighted denote funding used address student learning loss as required by ARP Act</i></p>
<p><b>Code 16</b></p> <p><i>Support Staff Salaries</i></p>	<p>\$0</p>
<p><b>Code 40</b></p> <p><i>Purchased Services</i></p>	<p><i>MTSS/Community School Consultant from Finger Lakes Community School Network, (Y22-23:\$7500, Y:23-24:\$7500)</i></p> <p><i>Remote Learning Program provided by StrideK12 to support full remote education for students who are unable to attend school in-person, \$22055</i></p> <p><i>Total: \$37,055</i></p>
<p><b>Code 45</b></p> <p><i>Supplies and Materials</i></p>	<p><i>*Panorama (Social-Emotional/Student Data Digital Platform), (Y21-22:\$12,675, Y22-23: \$12,675 , Y23-24:\$12,675)</i></p> <p><i>*Filters for air handling units from Camfil USA (2 full replacements a year, 3 year supply), \$32,592</i></p> <p><i>*STEM Summer Camp supplies, 2 summers, \$1000</i></p> <p><i>Formative, digital platform for assessment, (20 @ \$204/\$4080) (Y21-22:\$4080; Y22-23: \$4080; Y23-24: \$4080)</i></p> <p><i>*Google Read and Write District License to facilitate accommodations online for IEPs/504 plans, (3 year subscription, \$3000)</i></p> <p><i>*Boardworks (Digital Curriculum for grades k-12 to support student engagement with digital curriculum and distance learning) Renewal fee for 2023-2024, \$2241</i></p> <p><i>*7-12 Literacy Supplies to support learning acceleration, remediation and differentiation, 4 classrooms-\$400/each classroom (Y21-22:\$1600; Y22-23:\$1600, Y23-24:\$1600)</i></p> <p><i>*Vesare SoundSorb Room Divider + shipping to divide rooms/create spaces for individualized or remedial support (3 dividers @ \$1461 each)</i></p> <p><i>*Vesare Quick Folding Portable Dividers +shipping to create individualized spaces</i></p>



	<p><i>in larger common areas (8 dividers @ \$899.25 each)</i></p> <p><i>*Pre-K-5 Standards-based Math Curriculum Program with imbedded evidence-based interventions and personalization, 7 grade levels at \$10,000/grade (\$70,000)</i></p> <p><i>*Reusable Face Masks, youth and adult sizes (470 @ \$5.99/each), \$2815</i></p> <p><i>*Symmetry Foaming Hand sanitizer, (48 @ \$112), \$5376</i></p> <p><i>*Softpack case of disinfectant wipes (80 @ \$198), \$15840</i></p> <p><i>*Flex Disinfectant Wipes (288 @ \$29), \$8352</i></p> <p><i>*Novice Stacking Chairs for divided classrooms, (24 @ \$51/each), \$1224</i></p> <p><i>*Mobile Standing Desks to facilitate small group instruction, (7 @ \$125), \$875</i></p> <p style="text-align: right;"><i>Total: \$209,956</i></p>
<b>Code 46</b> <i>Travel Expenses</i>	\$0
<b>Code 80</b> <i>Employee Benefits</i>	\$0
<b>Code 90</b> <i>Indirect Cost</i>	\$0
<b>Code 49</b> <i>BOCES Services</i>	\$0
<b>Code 30</b> <i>Minor Remodeling</i>	\$0
<b>Code 20</b> <i>Equipment</i>	\$0