

Frewsburg Central School District



ARP-ESSER PLAN

Frewsburg Central School District
June 15, 2021

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ARP-ESSER Funds

The US Department of Education's American Rescue Plan (ARP) Elementary and Secondary school Emergency Relief (ESSER) Funds require a plan submitted to NYSED for access to its 90% ARP-ESSER allocation. This plan must be structured to address:

- The extent to which and how the 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;
- How the LEA will use the funds it reserves 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 after school programs, or extended school year;
- How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
- 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, 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.

Stakeholder involvement & development of plan

Ongoing consultation and collaboration with the following stakeholders occurred in developing this plan:

- Representative from both the teaching and non-teaching bargaining units,
- Parent representatives,
- Community based organization leaders (TRZ, Audubon, Myers Library)
- Board of Education members
- Administration

Guidance

Consistent with section 2001(2)(2) of the ARP Act, the District will spend its ARP ESSER funds on the eight bulleted expense items outlined in the memo from the NY State Education department memo dated May 19, 2021. These expenses have been addressed in the following bullets to outline how the district will prioritize spending:

1. Safely returning to in-person instruction

Kindergarten Teacher- One time expense

A fourth section of kindergarten will be added next year in order to reduce class size in order to socially distance our students. Adding this kindergarten teacher will also provide more individualized instruction to our incoming students. These are the same students who did not receive Universal Prekindergarten due to COVID. Adding this teacher will also allow the district to provide UPK.

Unit Ventilators for Middle/High and RHJ Nurses' Offices- One time expense

The health offices in both the middle/high and elementary schools do not have proper ventilation that contains the spread of germs. This update will also allow our middle/high nurse to move back to her designated area rather than operating in our pool lobby. Currently our middle/high school nurse is operating out of one of our main hallways and the pool locker rooms to ensure compliance with the DOH reopening requirements. Updating the rooftop units and unit ventilators in these areas will also be a priority for any remaining money.

Portable Air Conditioning Units for Middle/High and RJH- One time expense

Portable air conditioners will be purchased for rooms in both buildings that are extremely warm enabling masks to be worn more comfortably during the hot months. The purchase of these units will also allow teachers to keep their doors closed providing one layer of protection from unwanted intruders while aligning with ASHRAE that recommends air conditioning to help prevent the spread of communicable diseases.

2. Maximizing in-person instruction time

Physical Education/Health Teacher for Middle/High School- Ongoing

A middle level is being developed to address the unique developmental needs of this age group. Largely focused on social and emotional well being, we will be hiring a Physical Education/Health teacher to work as part of this team. This person will be responsible for developing lessons that are tailored to students of this age group.

An additional PE/Health teacher will ease the scheduling difficulties that have arisen from having students appropriately socially distanced since it allows for more classes to be offered.

Two Remote Teachers for RHJ- One Year and Contingent on Requirements

We also may need to offer remote learning to students that are unable to attend school due to a doctor's order. To ensure our elementary teachers are able to fully focus on the students present in their classrooms, we will employ two remote teachers at the elementary school to work with students that are learning from home. This will allow students at home to get the full attention they need as well as those attending school in person. This expenditure is contingent on whether or not districts will be required to offer a remote option.

3. Operating schools and meeting the needs of students

Ongoing, relevant, meaningful professional development is important as we continue to strive for equity and balance in education. Our district is working to increase educator capacity by making diversity, equity and inclusion central to our professional learning now and in the future. We will be working with a consultant, Emily Chiariello, to lead us through this work. Focusing on student identity and how the classroom and school culture promote an identity safe environment, professional learning circles will engage in an in-depth multi-year professional development program.

Additionally, all of our teachers will receive professional development on diversity and understanding cultural differences. This work will examine hidden beliefs and encourage thoughtful reflection on ways to meet our students' needs with so many diverse background considerations.

Two teachers from our school will be participating in 'The Modern Classroom Project.' During the program, educators will learn how to implement our research-backed blended, self-paced, mastery-based instructional model built to support classrooms with a high diversity of academic and social-emotional needs. The district will be funding the cost associated with their participation. Turn key training will be provided following the initial training as we get other teachers on board. This job embedded professional development will be funded in part through our allocation.

Finally, curriculum revision and design will be areas of focus for the next three years. With the adoption of the NGLS being prolonged, teachers have an opportunity to redesign unit plans and lessons to fully align with the new standards. Part of our allocation will be used to ensure we are completely ready for the new standards by permitting teachers to have time dedicated to completing this work.

4. Purchasing Educational Technology

The district will be partnering with the Myers Public Library to develop an evidence based summer reading program. The district will allocate a portion of funding (\$10,000) to the library to use for the purchase of ebooks and other technology that will attract student involvement (ex; esports equipment) for both afterschool and summer collaborations with our school district.

5. Addressing the impacts of COVID-19 on students

Dean of Students at RHJ- Ongoing

The district will prioritize spending to address students' social, emotional, mental health, and academic needs. To this end, the district will employ a teacher on special assignment at the elementary school to fulfill the role of Dean of Students. Using an evidence based curriculum (Second Step), the Dean will integrate social emotional learning by coordinating push-in services to classrooms. This position will allow the current Principal to focus on her other responsibilities which include Director of Special Education. Due to lessened responsibilities, she can focus more on the needs of our students with disabilities. The Dean of Students will also be responsible for designing and implementing a PBIS (Positive Behavioral Intervention and Supports) program to recognize and promote positive behavior. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based program for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone, especially students with disabilities, to create an environment in which all students are successful. Additionally, the home/school connection will be strengthened as the Dean makes periodic home visits. We know that building strong relationships with families positively impacts student achievement.

Middle Level School Counselor- Ongoing

Identifying students' academic and social/emotional needs, as well as providing any necessary interventions, is essential in removing barriers to learning and helping students develop skills and behaviors critical for academic achievement. We will be developing a middle level this year to hone in on the unique developmental needs of students in this age group. Our district will be hiring a dedicated middle level school counselor to work as an integral part of this team. We will be funding this position through our allocation.

6. Implementing evidence based strategies

ELA and Math Teacher/Interventionist at Middle/High School- One Year

Due to the interruptions in education over the past two school years, the district has identified the need for specialists in Math and ELA to provide academic intervention to students that have developed gaps in their learning. We will be using our allocation to fund an ELA interventionist and a Math teacher certified to teach grades 5-9. The Math teacher being hired will allow us to free up one of our other Math teachers that has taught middle level AIS in the past. This will allow a major focus on providing this remedial service to our middle level students to ensure any gaps or learning loss are addressed. These two positions will be for (1) year, the 2021-22 school year. The ELA AIS position will focus on providing targeting, individualized remediation to assist students in regaining the foundational skills they need to succeed. The Math teacher will work closely with the AIS provider to ensure student data is used in designing an intervention plan to promote success. The ELA interventionist and Math teacher will work in the middle school and will focus on working with students in small groups to address learning loss.

ELA and Math Interventionist at Elementary School-One year

Due to the interruptions in education over the past two school years, the district has identified the need for specialists in Math and ELA to provide academic intervention to students that have developed gaps in their learning. We will be using our allocation to fund an ELA interventionist and a Math Interventionist. Having specialists in ELA and Math to work in small groups, one on one, and as a push in service will allow a targeted focus on remediation. We recognize that all students will be coming out of these past two years with different levels of learning loss. Using data from universal screeners and regular benchmark assessments, the interventionists will hone in on specific targeted areas to help students meet their academic goals.

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

Summer programming provides an opportunity to build and reinforce student social emotional competencies before the return to school. Collaborations with community partners allows schools to tap into expertise that can provide additional support to students and families. A blend of remediation and enrichment with a focus on positive relationships is the focus of our summer learning approach. We will be hosting an early learning summer school for our Kindergarten and 1st grade students (kindercamp). This fun, hands-on experience will infuse academics with play to deliver opportunities for students to catch up and develop new skills while interacting with peers in a hands-on program with regular movement and physical activity at the center of planned activities. The goal of this program will be to encourage and build on existing social emotional learning skills to help students come back to school in the fall ready to achieve. This is especially crucial for

these two grade levels as both were not able to participate in a universal pre-kindergarten experience due to the COVID-19 shutdown.

Summer school will be provided for our students with disabilities that are in a self contained classroom at the elementary school to make up for any learning loss that has occurred during remote instruction.

We will be funding our summer program using our allocation by hiring (4) teachers, (1) nurse, (1) occupational therapist to run the 'kindercamp' over a 2 week period in July and August. The teachers that are running the camp are currently employed as Kindergarten teachers, occupational therapist and nurse and all are current employees in our district. This familiarity will assist students with a positive transition in the fall.

We will also be hosting a summer tutoring program using certified teachers from our elementary and middle schools. This tutoring program has been designed to bring flexibility to our families during the summer. Teachers will schedule one on one or small group sessions with students to focus on closing any gaps as well as building on identified strengths. The program will be focused on ELA and Math skills and will address reading comprehension, writing, grammar, fluency with addition/subtraction/multiplication/division, fractions and problem solving. (6) teachers have been hired to work in the tutoring program.

We will be utilizing a portion of the allocation to cover the cost associated with an after school middle and high school homework help center. This would allow students to stay after school to seek out teachers for extra help. They will be provided with transportation home afterwards.

The District will be collaborating with community partners such as an afterschool program (TRZ), the local library (Myers Library), and the Audubon Community Nature Center in order to tap into their expertise to provide additional support services. Partnering with these valuable community resources will ensure that we do not compete for students. Instead, we will be able to provide Frewsburg students with valuable, evidence based summer programs designed to get students outdoors and engage students in reading over the summer.

For the 2021 summer the district will partner with a community based organization, The Relief Zone (TRZ), to provide summer programming. TRZ provides childcare for district residents during the school year before and after school. Their summer program includes opportunities for enrichment and exploration as they visit centers such as our local Audubon. Our district will work with TRZ to fund participation in their program allowing our students a broader access to summer experiences and opportunities.

The local Audubon hosts a summer camp and learning opportunities for children and families throughout the year. Their curriculum is aligned with the NYS Next Generation

Science learning standards. They provide hands-on, experiential learning opportunities for children. Our district will be partnering with them using a portion of our learning loss allocation (\$10,000) to provide district students with an opportunity to attend their program.

Summer school for the 22-23 and 23-24 school years will be offered on our campus and will be designed to continue our partnership with the community organizations mentioned above while also building in additional enrichment opportunities delivered by our teachers. It is the intention of the district to continue offering summer programming beyond the expiration of the grant. We have identified this as an area in which we can make great strides connecting with students and working on both educational and social emotional learning.

Students in our rural community do not often stay after school for help with homework or assignments. As we strive to develop a strong middle level program, we recognize that students this age need additional time with teachers to ask questions and We will be designated a middle level after school program to support students with homework help. This program will be sustained after the grant has expired and will be funded through our general fund.

Additional after school enrichment opportunities will be provided for students to strengthen student engagement. These opportunities include the expansion of art programs, such as music programs, (including purchasing instruments) , expanding elementary sports programming so more students can participate; and initiating new clubs such as robotics, STEM, e-sports and others based on student interest.

8. Supporting early childhood education

Please see above; our summer learning program largely focuses on our youngest learners entering kindergarten and first grade.

Sustainability

The district acknowledges the need to prioritize spending on non-recurring expenses. For this reason, we have phased our spending plan to diminish positions that are no longer necessary post pandemic. We hypothesize that we will be able to terminate the need for intensive, additional intervention and remote learning after next year. However, some of the initiatives we are implementing will be ongoing. We are planning to absorb the cost of the following positions into our general fund following the 2023-24 school year:

- MS/HS Physical Education/Health teacher,
- Teacher on Special Assignment (Dean of Students),
- MS/HS Counselor.

We will maintain these positions as we strategically move people around based on the ability to move to larger class sizes due to the lifting of pandemic restrictions. We also anticipate retirements that would allow us to reduce by attrition therefore not burdening our local budget with additional expenses arising from these positions.

Following is a timetable outlining our spending plan:

	ARPA ESSR Learning Loss
July/Aug 2021	• Summer School Enrichment- Grant Funded • TRZ,Myers Library, Audubon Materials- Grant Funded
2021-22	• After School Enrichment- Grant Funded • 1 AIS MS/HS ELA- Grant Funded • 1 Grades 5-9 certified Math Teacher-Grant Funded • MS/HS PE/Health- Grant Funded • RHJ 2 Remote Teacher- Grant Funded • Teacher on Special Assignment Dean of Students- Grant Funded • MS/HS Counselor- Grant Funded • Kindergarten Teacher- Grant Funded • 2 AIS Elementary school ELA/M • Unit Ventilators and Rooftop Units in the nurses' offices- Grant Funded • Portable Air conditioners- Grant Funded • Professional Development-Grant Funded
July/Aug 2022	• Summer School Enrichment- Grant Funded
2022-23	• After School Enrichment-Grant Funded • MS/HS PE/Health- Grant Funded • MS/HS Counselor-Grant Funded • Teacher on Special Assignment Dean of Students-Grant Funded • Professional Development-Grant Funded •
July/Aug 2023	• Summer School Enrichment- Grant Funded
2023-24	• After School Enrichment-Grant Funded • MS/HS PE/Health- Grant Funded • MS/HS Counselor- Grant Funded • Teacher on Special Assignment Dean of Students- Grant Funded • Professional Development-Grant Funded
July/Aug 2024	• Summer School Enrichment- Grant Funded
2024-25	General Fund to cover:

	• Summer Enrichment • Teacher on Special Assignment Dean of Students • MS/HS PE/Health • MS Counselor • Professional Development-Grant Funded
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