

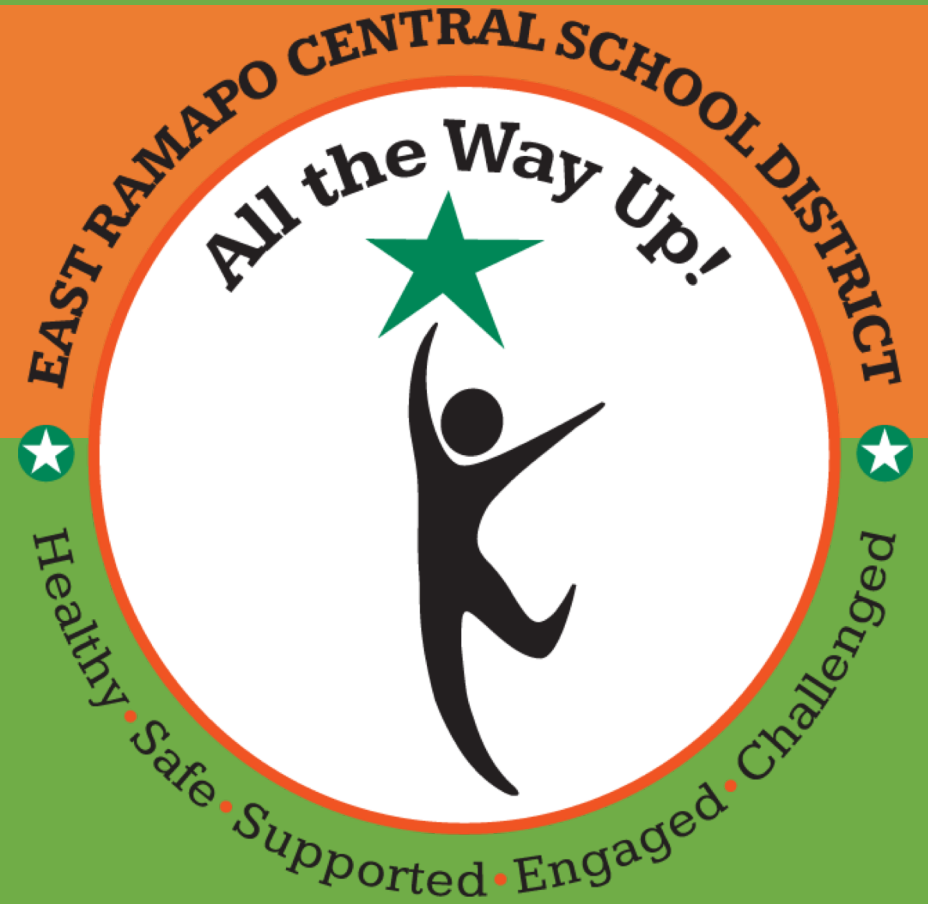
East Ramapo Central School District

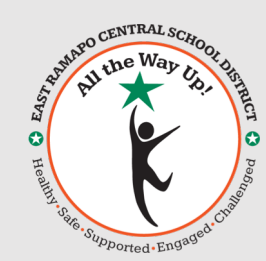
A unified community educating the whole child

ARP-ESSER Executive Summary: Funding Recommendations

Project Funding Dates: 3.13.2020- 9.30.2024

Clarence G. Ellis, Ed. D., *Superintendent of Schools*
ERCSD Board of Education |

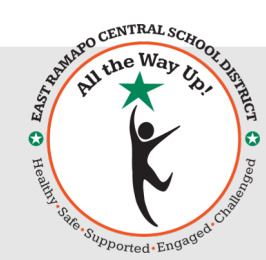




ARP-ESSER

The American Rescue Plan Elementary and Secondary Emergency Relief Fund (ARP-ESSER), provides \$9 Billion to New York State, including over \$149,000,000 to East Ramapo Schools.

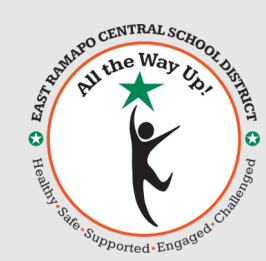
Purpose: Congress passed three stimulus bills that provided nearly \$190.5 billion to the Elementary and Secondary School Emergency Relief (ARP-ESSER) Fund to help safely reopen and sustain the operation of schools in the current academic year and beyond to address the impact of the COVID-19 pandemic on New York's students by addressing students' academic, social, emotional, and mental health needs.



ARP-ESSER Budget Summary

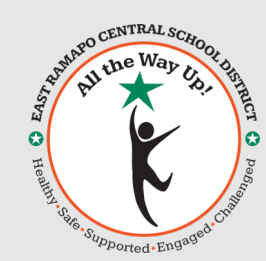
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	Total Funds (\$)
Professional Salaries	\$12,011,348
Support Staff Salaries	\$101,800
Purchased Services	\$12,206,581
Supplies and Materials	\$1,211,147
Travel Expenses	N/A
Employee Benefits	N/A
Indirect Cost	\$437,400
BOCES Services	\$980,000
Minor Remodeling	\$121,050,046
Equipment	\$1,960,000
Totals:	\$149,958,322



New York State Education Department Program Funding Priorities

- 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.

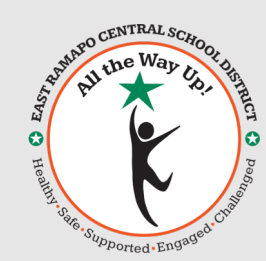


Collection of Input

Various teams of Teachers, Administrators and Parents were assembled to collect input in response to the question of how East Ramapo might use anticipated ARP-ESSER funds to define innovative practices, redesign systems, and learn from others. Through planning sessions, the teams brainstormed proposed ideas, actions, and initiatives to implement aligned to East Ramapo newly launched strategic plan.

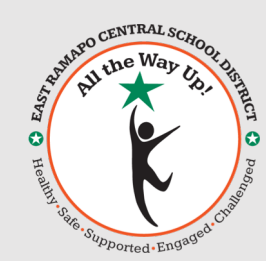
- The East Ramapo Central School District facilitated virtual town hall meetings for stakeholder input and participation.
- Prior to the start of the current school year, update sessions were held on Thursday, August 26, 2021, and Thursday, September 2, 2021, from 6:00 pm to 8:00 pm which included discussions on the Responsive Return to School Plan for the 2021-2022 school year, the American Rescue Plan Act (ARPA-ESSER) and the District Comprehensive Improvement Plan (DCIP) via Zoom

**RECCOMENDATIONS FROM STAKEHOLDER GROUPS
2021-2022 SCHOOL YEAR**



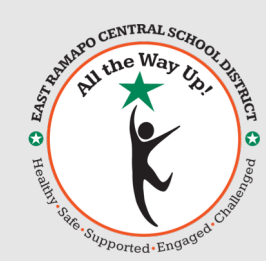
ARP Goal: Vocational Education

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none">1. Build strong and trusting relationships and family-school partnerships through family and community engagement opportunities.2. Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials)	<ol style="list-style-type: none">1. Establish ERCSD as a STEM District, through expanded STEM programming in partnership with agencies such as STEM21.2. Design model secondary science laboratories as a specialized classroom for inquiry-based investigations; highly flexible labs that will accommodate Chemistry, Physics, Biology, Aquatics, Astronomy, Earth Science, and Integrated Physics and Chemistry



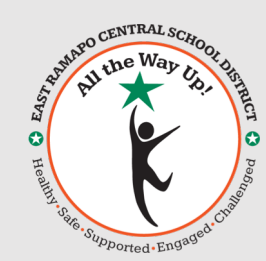
ARP Goal: McKinney-Vento Homeless Assistance

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none">1. Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials)	<ol style="list-style-type: none">1. Build District-wide personal hygiene kits and school supplies starter kits for all students and emergency transportation vouchers for homeless and foster care youth.



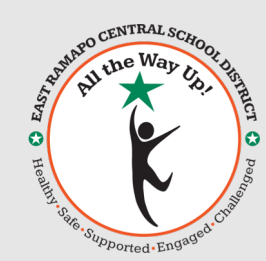
ARP Goal: Resources to Address Individual School Needs

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none">1. Operationalize structures and systems to continuously monitor progress of student readiness at key transitional grades.	<ol style="list-style-type: none">1. ERCSD Leadership in Action Network monthly meetings



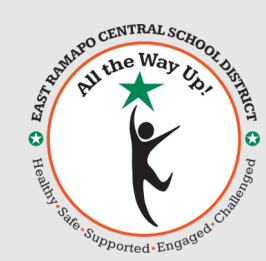
ARP Goal: Activities Designed for Identified Subgroups

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none"> 1. Ensure the instructional program provides guaranteed and viable curriculum, assessments, and materials reflective of the Culturally Responsive-Sustaining Framework (Curriculum) 2. Focused professional development that promotes teacher best practices to deliver curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust the curriculum for improved student learning (Instruction) 3. Ensure that all students have equitable access to resources to better support schools. 4. Expand social emotional learning curriculum to include that support adopted restorative practices 5. Implement evidence-based interventions that strengthen student engagement and ownership to accelerate learning 6. Provide ongoing professional development and instructional coaching to staff with a focus on the needs of teachers of students with disabilities and English language learners. 	<ol style="list-style-type: none"> 1. Hire and deploy interventionists to address reading (3) and math (11) learning in K-8 schools, seeking individuals with specialized certification in ENL and special education 2. Establish a Professional Learning Academy that provides PD in formats such as workshops, lesson studies, peer coaching facilitated by internal and external educators for instructional staff aligned to SCEP and DCIP priorities to meet the needs of those that directly impact student outcomes. 3. Increase flexibility in instruction for older students who may need to work to assist their families, by expanding night school options 4. Advisors to support SEE3 professional development of students around restorative practices and culturally relevant engagement and response to student need. 5. Curriculum and Professional Development: Expanded School Year programs to support individualized and small group instruction, after school hours. Curriculum and professional development through IDE for teachers and leaders around effective strategies to allow for differentiated and small group instruction inclusive of sessions around the effective integration of technology. 6. Partnership with C. Evelyn & Associates, LLC to assess and recommend solutions to improve English Language Learners' opportunities.



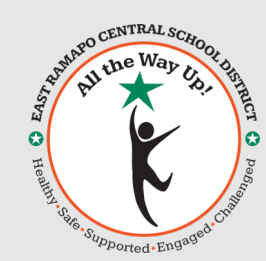
ARP Goal: Activities Designed for Identified Subgroups

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none"> 1. Provide ongoing professional development and instructional coaching to staff with a focus on the needs of teachers of students with disabilities and English language learners. 2. Enhance parental engagement in student success through training, collaboration, and communication. 3. Provide ongoing professional development and instructional coaching to staff with a focus on the needs of teachers of students with disabilities and English language learners. 4. Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships 5. Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention) 6. Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials) 	<ol style="list-style-type: none"> 1. Professional development for teacher, building and district leadership around targeted strategies to improve the academic outcomes for English Language Learners through ongoing data analysis and site visits. 2. Family University and Town Hall Sessions- provide interpreters in both Spanish and Haitian Creole at all sessions 3. Undoing Racism Training for the Board and District 4. Purchase of necessary equipment & uniforms to support physical education, music, art and health education curriculum, athletic programs. 5. Classroom libraries (digital and print) to support targeted reading interventions and student independent reading, inclusive of text to support students with interrupted formal education (SIFE) and dictionaries. 6. Professional development for K-6 teachers on Orton-Gillingham intervention strategies (60 teachers/year); Pedagogical professional development for leaders and teachers around the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and leveraging instructional time to address literacy skills.



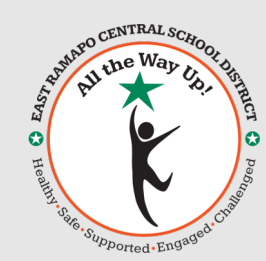
ARP Goal: Preparedness and District Response

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none">1. Provide all students access to a safe and inclusive learning environment.2. Continue to frame an efficient budgetary model to increase efficiencies in overall expenditures to improve fiscal structure (security, stability)	<ol style="list-style-type: none">1. Monitors at each school to support early drop off for students being transported by their parents due to COVID-19 pandemic.2. Financial Consultation Services and Programming Assistance/Strategic Planning for district goals and implementation



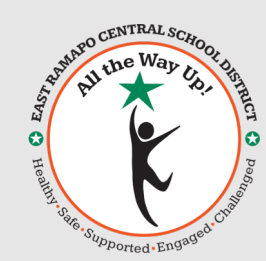
ARP Goal: **Activities for Long-term Closures**

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none">1. Provide all students access to a safe and inclusive learning environment	<ol style="list-style-type: none">1. Provide remote learning options, through partner agencies (i.e. Erie-1 BOCES) for students whose parent prefer them to remain home in light of the COVID-19 pandemic.



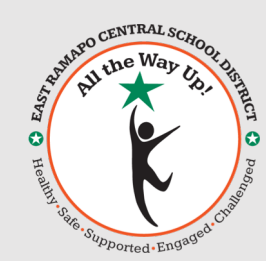
ARP Goal: Educational Technology Expenses

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none">1. Implement high-functioning structures and processes to strengthen growth mindset and develop authentic relationships.2. Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials)3. Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials)4. Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials)	<ol style="list-style-type: none">1. ERCSD Peer Academic Support Network. Student member group that curate and create playlist of student video tutorials to support peer academics. Advisors in each building2. Provide individualized tutoring for all students through partnership with Book Nook3. Professional Development and Support and Student Software licenses for individualized literacy support.4. Interactive Boards for blended classroom teaching and learning.



ARP Goal: Mental Health Services and Supports

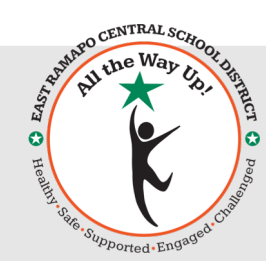
STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none">1. Expand social emotional learning curriculum to include that support adopted restorative practices.2. Culture of safety and strong relationships with families and community3. Expand social emotional learning curriculum to include that support adopted restorative practices	<ol style="list-style-type: none">1. Contract with SEE 3 for professional development for staff, students, families around restorative practices and culturally relevant engagement and response to student need. Support also around updating district code of conduct.2. Partnership with Dr. Asheena Baez to establish District-wide approach to mindfulness to support students and staff. All students, K-123. Second Step Child Protection Curriculum to assist educators in teaching students to recognize, report and refuse unsafe situations.



ARP Goal:

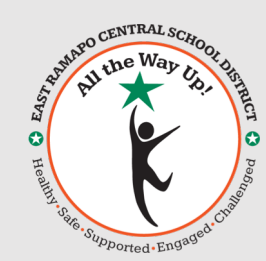
Learning Loss-Summer and After School Activities

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none">1. Expand access to digital and hands-on instructional materials that align to standards-based curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials)2. Focused professional development that promotes teacher best practices to deliver curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust the curriculum for improved student learning (Instruction)3. Implement evidence-based interventions that strengthen student engagement and ownership to accelerate learning.4. Implement evidence-based interventions that strengthen student engagement and ownership to accelerate learning.5. Implement evidence-based interventions that strengthen student engagement and ownership to accelerate learning	<ol style="list-style-type: none">1. Hire additional home tutors and/or teaching assistants to support afterschool tutoring through Book Nook platform.2. Expanded School Year July and August programs to support individualized and small group instruction.3. Expanded School Year programs to support individualized and small group instruction, after school hours.4. Transportation: Expanded School Year July and August programs to support individualized and small group instruction.5. Transportation: Expanded School Year programs to support individualized and small group instruction, after school hours, inclusive of weekdays and weekends



ARP Goal: Learning Loss-Evidence Based Activities

STUDENT IMPACT	FUNDED ACTIVITIES
<ol style="list-style-type: none">1. Ensure the instructional program provides guaranteed and viable curriculum, assessments, and materials reflective of the Culturally Responsive-Sustaining Framework (Curriculum)2. Focus on responding to literacy instruction and intervention (Assessment/Responsive Intervention)3. Focused professional development that promotes teacher best practices to deliver curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust the curriculum for improved student learning (Instruction)4. Focused professional development that promotes teacher best practices to deliver curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust the curriculum for improved student learning (Instruction)	<ol style="list-style-type: none">1. Hire content area district-leaders (e.g., Academic Standards Facilitators), specifically in English, Math, Social Studies, Science, PE & HE, and Students with Disabilities, to support, evaluate, design, and facilitate the development and refinement of a guaranteed and viable curriculum through a multi-year implementation plan; ensuring curriculum complies with State Education Department learning standards2. Establishment of a district-wide Response to Instruction and Intervention Problem Solving committee composed of a multidisciplinary group of educators with representation from each school to create and share a district-wide RTI2 plan and structure and inform the curriculum development and refinement efforts3. Facilitate professional development sessions for curriculum leadership and teachers that is customized to meet curriculum needs and to support a cohesive process.4. Curriculum Development and Refinement Committee after school PD and curriculum mapping to development and refinement of a guaranteed and viable curriculum through a multi-year implementation plan; ensuring curriculum complies with State Education Department learning standards



ARP Goal:

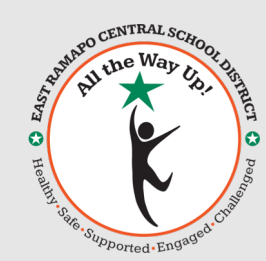
School Improvements and Repairs Infectious Diseases

STUDENT IMPACT

1. Organize central roles, resources, and processes to better support schools

FUNDED ACTIVITIES

1. Capital projects district wide as determined and recommended to improve instructional and non instructional spaces including lighting and ceiling replacement, electrical systems, windows doors and ventilation.



ARP Goal:

School Improvements and Repairs

Ventilation and Air Quality

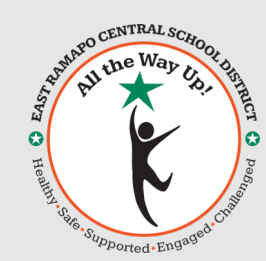
STUDENT IMPACT

1. Organize central roles, resources, and processes to better support schools

FUNDED ACTIVITIES

1. Purchase of necessary materials for Buildings and Grounds to ensure a safe return to schools

NEXT STEPS



Next Steps:

- Formal Application and Request for Funds from NYSED has been submitted by the district and East Ramapo is awaiting response. After approval is received, district will meet with stakeholders for Program Implementation
- District Administration will meet with involved parties no less than quarterly for data collection, implementation updates and review in order to continue to offer the highest quality of services to the East Ramapo community.
- Reporting will be sent to NYSED on a quarterly basis
- Updates will be shared with the community digitally and through community forums
- At the conclusion of this Fiscal Year, programs will be implemented for Fiscal Year 2, implementing the ARP-ESSR priorities customized for the East Ramapo Community
- Implementation Updates, Program Success and Challenges will be shared with the entire East Ramapo Community.