

FEDERAL AID PLANS 2021-2022 (Revised 6/25)

ARP-ESSER

\$830,844 (\$255,971/\$574,873)

The 2021-22 enacted state budget includes language requiring each LEA receiving federal ARP-ESSER funding to post on its website, on or before July 1, 2021, a plan by school year of how such funds will be expended and how the LEA will 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 the Pelham Public Schools, these funds will be used for non-recurring expenditures including but not limited to:

3 additional teachers will be hired on a one year contract to provide additional support and interventions through a combination of push in and pull out services as identified through the MTSS process. While the District plans to discontinue the remote learning option, should virtual learning be required, these teachers may assist with those responsibilities.

\$300, 294

2 additional school psychologists and/or social workers will be hired on a one year contract to provide supplemental clinical support to the schools to address trauma and behavior related issues as students adjust back to the school environment.

\$163,474

An hourly administrator or nurse will be hired on an as needed basis to assume responsibility of the COVID Coordinator as needed (i.e. contact tracing, quarantine implementation, notifications, etc.)

\$20,000

Funds to be used for extended academy and after school help for struggling students

\$10,000

Funds to be reserved for future years to provide tutoring, extended academy, or summer programming related to learning loss (includes required 20% set aside).

\$280,844

Foundation Aid

\$838,144

The 2021-22 enacted state budget included language stating that, for the 2021-22, 2022-23 and 2023-24 school years, each school district receiving a foundation aid increase of more than ten percent or \$10,000,000 must post to the district website prior to July 1 of each school year a plan by school year of how the funds will be used to address student performance and need, including but not limited to:

- (i) increasing graduation rates and eliminating the achievement gap;
- (ii) reducing class sizes;
- (iii) providing supports for students who are not meeting, or at risk of not meeting state learning standards in core academic subject areas;
- (iv) addressing student social-emotional health; and
- (v) providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness.

In the Pelham Public Schools, these funds will be used to address student performance and need, including but not limited to:

- (i) increasing graduation rates and eliminating the achievement gap; **\$578,144**

The district will use funds to provide summer credit recovery for rising high school students that have not passed courses that lead to graduation. Courses will be offered in Algebra 1, Earth Science, ELA 11, 10 & 9, Living Environment, Global 1 & 2, and US History in order to provide the opportunity for students who struggled in the virtual and hybrid environment to earn credits on time.

At the elementary and middle school level, students who are not meeting standards as evidenced by local diagnostic, benchmark, and curriculum based assessments will be provided with a summer remediation program. This funding will allow us to double the size of the program to address the needs of more students. English Language Learners

as well as students with disabilities will be included in this program based on their learning needs.

At the high school level, a learning lab will be established to provide support to students in core academic coursework. Students identified as in need through the MTSS process will be scheduled into the lab throughout the school year to assist in their progress.

At the middle school, a Technology class is being provided to all 6th grade students to provide integrated math support through a project based, integrated approach.

At the elementary level, an additional interventionist is being provided to Hutchinson school to assist with meeting student needs as identified through MTSS.

(ii) reducing class sizes; **\$140,000**

An additional World Language and Science teacher will be hired at the high school to meet enrollment demands and keep class sizes at or below BOE guidelines.

(iii) providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;

The summer programming mentioned above will be used to provide remediation and support to students who are not meeting state learning standards in respective subject areas.

(iv) addressing student social-emotional health; and **\$120,000**

Additional clinicians will be brought on temporarily through professional services contracts to assist in meeting the social and emotional needs of students. They will conduct both proactive training and crisis counseling to support students and parents as they transition back to full time in person learning.

Additional professional training and coaching/consultation in Responsive Classroom and Steps A DBT will be provided to support SEL at the elementary and secondary levels, respectively. A behavior consultant will be used to support teachers and clinicians in working with students exhibiting behavioral challenges. Additionally, the Branching Minds data program will be purchased to assist with data tracking necessary to support the MTSS behavioral and academic processes.

(v) providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness.

The addition of a World Language position listed above will provide more release time for the World Language Coordinator to better support the needs of ELs.