



Shenendehowa
Central Schools

ARPA-ESSR Funding Plan

Public comment from parents/guardians, teachers and other stakeholders on the plan is sought to be taken into account in the finalization and submission of the plan to the NYSED by July 1.

Please read the plan and share your comment by clicking on this [LINK](#) by June 25.

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 (ARPA-ESSER), to post a plan by school year on their website of how these funds will be spent.

New York has been allocated nearly \$9 billion in ARPA-ESSER funds, with a minimum of \$8.09 billion (90 percent) going to local education agencies, including public schools. The Shenendehowa Central School District has been allocated \$3,953,329.

A portion, \$520,610 must be allocated to address “Learning Loss” through the implementation of evidence-based interventions, such as: summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs. It must also ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups.

Pursuant to applicable legislations and corresponding regulations, school 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.

In addition, districts must identify programs and services that will continue beyond the availability of these federal funds and how local funds will be used moving forward in order to minimize disruption to core academic and other school programs.

Reflecting on the Impact of COVID-19 on Students & Learning

The Shenendehowa Central School District's commitment to excellence for all students is unwavering. The goals are ambitious and aspirational. The district endeavors to sanction the inevitable, which means preparing students to compete and thrive in a knowledge-driven, global community, marked by rapid technological advancements and a heightened sense of responsibility and accountability for performance. Doing so requires a steadfast focus on evolving as a learning community. Although the efforts and endeavors of the district were complicated, to say the least, by the COVID-19 pandemic, we remain true to our North Star, our Commitment to Excellence.

COVID-19 has further reinforced:

- Prioritization of skills and content students **know, understand and achieve.**
- Grading for learning and not for scoring
- Culturally responsive, equitable approaches and environments to foster engagement
- Authentic learning experiences that address multiple intelligences and learning styles
- Integration of technology to support independent learning and solution building
- The importance of using evidence to understand the impact of instructional decisions, making on-demand adjustments
- Social-emotional learning and the critical nature of relationships...peers, teacher-student and staff
- Safety is valued and fosters a further sense of normalcy

To that end, with a keen focus on realizing the district goals and objectives, this plan is posted to get public feedback and take such comments into account in the finalization of the plan for submission of information into the NYSED Portal. Some key reminders to consider as you review the information below:

- 1) This is a multi-year plan, hence it is fluid, recognizing the changing facts and factors. Specific utilization or expenditures may change, but the major categories are not negotiable
- 2) Spending will be prioritized based on non-recurring expenditures
- 3) Equitability of expenditures shall be applied as much as practicable

- 4) Sustainability of expenditures, meaning the capacity to use local resources beyond the availability of federal dollars, hence avoiding potential funding cliff

CATEGORIES AND PROPOSED USE OF FUNDS

1. Safely returning students to in-person instruction & Maximizing in-person instruction time

Plan Summary:

Focus on accelerating students' learning by meeting them where they are, and providing them with the right tools and content to ensure success in the coming years

- **Targeted Personnel**
 - CVL as needed per regulations
 - Additional intervention for K-5 to support reading and math
 - Tier-2 Interventions at MS
 - Community Re-engagement (addressing challenges to attendance and participation, ENL)
- **Professional Development**
 - Social-Emotional Learning- Students and Adults
 - Literacy (LTRS, Heggerty, Foundations)
 - Engagements in a Block Schedule
 - Equity and Culturally Responsive Proficiency
 - Restorative Practices
 - Progressive Grading

2. Purchase of educational technology & Operating schools and meeting the needs of students

Plan Summary:

Enhancing learning experience and eradicating "learning loss" while adhering to EdLaw-2D compliance.

- Instructional Technology- Project Based Equipment (ex. mobile devices, automation, active panels, laser engravers)

3. 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:

Preserving equity in opportunities through expansion and access

- High School Study Skills and Credit Recovery
- MS/HS Summer School
- Elementary extended school day tutoring for students struggling in reading and math

- Homework help to overcome learning disruption (could be in-person and/or virtual but live/synchronous)
- Bilingual and/or co-taught ENL/core courses (Science and Global History)

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

Plan Summary:

Learning enhancement, improve engagement, bridging learning opportunities

- SEL, Equity, Mental Health, Restorative Practices
- Potential contractual services for added mental health supports

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

Plan Summary:

Preserving equity in opportunities through expansion and access

- Summer Literacy for targeted elementary students to address potential "learning loss"
- Kindergarten Jumpstart - ensuring equitable start for students identified as lacking skills as evidenced by the Kindergarten screening
- MS/HS Summer School- Bridge Courses
- Enriched MS Program - expansion and new (Ex. Alternative Program , Revamped Career Technology Education (CTE)- unified model)
- Late buses at MS & HS- study hall type "class" for students after school
- Students virtual participation in national level conferences and competitions

6. Supporting early childhood education

Plan Summary:

Preserving equity in opportunities through expansion and access

- Maintaining lower classes for K-2
- Expansion of Extended Day-Kindergarten
- Kindergarten Jumpstart ensuring equitable start for students identified as lacking skills as evidenced by the Kindergarten screening
- K-5 ELA, Math
- K-5 Enrichment in Art, Music & World Language

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