

MAYFIELD CENTRAL SCHOOL DISTRICT ARP - ESSER FUNDING PLAN

The mission of the Mayfield Central Schools is to ensure that all students will acquire the academic and social skills to enable them to function successfully as productive citizens.

All students can learn.

Plan Developed By:

Andrea Bovee
Stephany Deuel
Joelle DiDomenico
Kristine Goodemote
Ann Greco
Christopher Harper

Katria Hitrick
Jennifer Horne
Valerie Horstman
Matthew Lewis
Michelle Moore
Jennifer Sanford

Jill Sheldon
Richard Somers
Megan Sullivan
Christopher Wojeski

Introduction

In recognition of the immense challenges facing students, educators, staff, schools as a result of the interrupted education and the trauma caused by the COVID-19 pandemic, Congress has made emergency funds available to prevent, prepare for, and respond to COVID-19, first through the Coronavirus Relief Aid, Relief, and Economic Security (CARES) Act enacted in March 2020; next through the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021 enacted on December 27, 2020; and most recently through the American Rescue Plan (ARP) Act of 2021 enacted in March 2021.

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 \$8.99 billion in ARP-ESSER funds, with a minimum of \$8.09 billion (90%) going to local education agencies, including public schools. Mayfield CSD has been allocated \$2,431,566.

Of this total, more than 20% is earmarked specifically for support summer programming, after-school programming and additional support to address learning loss.

This document outlines the plan for the Mayfield Central School District's Elementary and Secondary schools under the American Rescue Plan, Elementary and Secondary School Emergency Relief (ARP-ESSER). Fund under the American Rescue Plan (ARP) Act of 2020-2021, public law 117-2, enacted on March 11, 2021.

Funding Source	Mayfield CSD Allocation
CARES - ESSER/GEER	\$ 361,289
CRRSA - ESSER	\$ 1,082,689
ARP - ESSER	\$ 2,431,566

Coronavirus Aid, Relief, and Economic Security Act (CARES)

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act was passed by Congress and signed into law. The CARES Act provides \$30.75 billion nationwide in an Education Stabilization Fund to prevent, prepare for and respond to the coronavirus. CARES is administered through two funds: the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Governor's Emergency Education Relief (GEER) Fund

ESSER:

- New York State has been allocated \$1.037 billion in ESSER funding. ESSER funding is being allocated to all LEAs that received 2019-20 Title I, Part A subgrants, including charter schools, Special Act School Districts and school districts employing fewer than eight teachers. Pursuant to the terms of the CARES Act, LEA allocations were calculated using the relative shares of grants awarded under Title I, Part A of the Elementary and Secondary Education Act (ESEA) for the most recent fiscal year (2019-20). The CARES Act requires that a portion of these funds be made available for providing equitable services to students and teachers in non-public schools.

GEER:

- New York State has been allocated \$164.2 million in GEER funding. Pursuant to the direction of the Governor's Office and the Division of the Budget, GEER funding has been allocated to the State's 673 major school districts. GEER funds are not being allocated to LEAs that are charter schools, Special Act School Districts, or school districts employing fewer than eight teachers. These funds have been allocated to eligible school districts using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent fiscal year (2019-20). The CARES Act requires that a portion of these funds be made available for providing equitable services to students and teachers in non-public schools.

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) was signed into law. The CRRSA Act provides \$81.88 billion nationwide in an Education Stabilization Fund to prevent, prepare for and respond to the coronavirus. CRRSA will be administered through two funds: the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Governor's Emergency Education Relief (GEER) Fund:

ESSER:

- New York State has been allocated \$4 billion under the Elementary and Secondary School Emergency Relief (ESSER) Fund. Individual LEA allocations will be calculated by NYSED using the relative shares of grants awarded under Title I, Part A of the Elementary and Secondary Education Act (ESEA) for the 2019-20 fiscal year. The CRRSA Act does not require that a portion of these funds be made available for providing equitable services to students and teachers in non-public schools.

GEER:

- New York State has been allocated \$322.9 million under the second Governor's Emergency Education Relief (GEER) Fund. Of the \$322.9 million, \$250.1 million is for a new Emergency Assistance to Non-Public Schools (EANS) grant program and the remaining \$72.8 million is for the Governor to determine programming. The CRRSA Act requires the Governor to submit an application to USDE for the EANS funds and for NYSED to administer this program.
- (Phase 1) June 2021 - Initial plan for academic and student well-being recovery, acceleration, and remediation strategies to be implemented for the summer and early fall of 2021.
- (Phase 2) Fall 2021 - Analyze student data from Phase 1 strategies and interventions. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies and interventions for implementation over the course of school year 21-22. Continue to collect student data.
- (Phase 3) Spring 2022 - Continue evaluation and improvement cycle from Phase 2 by reviewing and analyzing student data to inform next steps and engage in long-term sustained strategies for the next school year and beyond

American Rescue Plan Act (ARP)

On March 11, 2021, President Biden signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ARP-ESSER) funds. There is no Governor's Emergency Education Relief (GEER) Fund within ARPA.

ESSER:

- New York State's ARP-ESSER allocation is \$8.99 billion. A minimum of 90% of these funds (\$8.09 billion) must be allocated to local educational agencies (LEAs), including charter schools that are LEAs. ARPA does not require that a portion of the funds allocated to LEAs be made available for providing equitable services to students and teachers in non-public schools.
- Individual LEA allocations will be calculated by NYSED using the relative shares of grants awarded under Title I, Part A of the Elementary and Secondary Education Act (ESEA) for the 2020 federal fiscal year.

Mayfield CSD's Approach

In response to receiving the funding and the requirement to develop a plan for use of funds, Mayfield CSD created an American Response Plan committee. Our committee includes teachers, counselors, parents and administrators. We met twice a week for two months and will continue to meet periodically to assess the students' progress and the District's use of ARP funds. We surveyed teachers, students and held a community forum. All recommendations were prioritized and we used data to show the largest learning gaps in the district. Our goal was to make critical investments and not just to recover, but to also implement and improve effective approaches for teaching and learning that accelerate student learning outcomes. Additional guiding principles our committee followed were: Identifying and addressing students' needs, addressing learning loss, avoiding fiscal cliffs two and three years out, building on existing programs, and improving and innovating. Together the committee created Mayfield CSD's ARP plan which is summarized in the following pages.

Below is an example of our committee's outreach to faculty for their input on what Mayfield CSD needs to support the students coming back for the 2021-2022 school year.

Introduction Email to Faculty

Our top priority in the coming months must be to work together to safely return all students in grades pre-K through 12. The data and our daily experiences show our children need us to find a way to take this step. I know everyone has performed heroically under these difficult circumstances, supporting our students in school and remotely.

Our task now, as a school district, will be to provide guidance and direction on how to ensure a safe and equitable 2021-2022 school year. We know the best ideas start with you. Together, we can support one another in the safe return of our students, while sharing the lessons learned from this past year. We will focus on all of our students, including our Students with Disabilities, economically disadvantaged pupils, and those who have been impacted most deeply by the pandemic.

This email is the beginning of how we will be outlining the efforts to best utilize these funds at Mayfield Elementary School and Mayfield Junior-Senior High School under the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) enacted on December 27, 2020 and the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021.

The purpose of these federal funds is to address learning loss of our students through the implementation of evidence-based interventions that respond to students' social, emotional, and academic needs.

To begin our process, I have asked both principals to have a faculty meeting next week in each building to focus on the three questions below:

1. What do you think you need to help support your teaching?
2. What do you think our students need to succeed?
3. What do you think our facilities need to help ensure safety and wellness?

Please ponder these questions in the coming days, as we will brainstorm during our faculty meetings on Wednesday, May 19. Please always remember our mission at Mayfield Central School District is that all students can learn!

Mayfield CSD's Plan

Safely returning students to in-person instruction

- Upgrading air filtration/univents
- Touchless toilet/sink upgrades
- Replacement of traditional water fountains with bottle filling stations
- Creating outdoor learning spaces
- Purchasing nurse supplies and student telemed services
- Miscellaneous classroom updates/cleanings

Maximizing in-person instruction time

- Add section of 1st grade
- Add section of 4th grade
- Hire Attendance Coordinator

With the additions to our faculty we expect:

- Students receive more individualized attention and interact more with the teacher.
- Teachers have more flexibility to use different instructional approaches.
- Fewer students are less distracting to each other than a large group of children.
- Teachers have more time to teach because there are fewer discipline problems.
- Students are more likely to participate in class and become more involved.
- Teachers have more time to cover additional material and use more supplementary texts and enrichment activities.

Purchasing educational technology

- Chromebooks - 1,150
- Ipads - 30
- Laptops - 15
- SmartBoards - 30
- Color Graphing Calculators - 100
- Chromebook charging carts, supplies

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

- Creating in-house 12:1:1 program
- Hire 3 AIS/Special Education teachers

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

- Hiring Wellness (SPARRK) Coordinator - holding monthly Wellness Days for students and staff
- Hiring Behavioral Specialist and Coach
- Hiring Psychologist
- Allocating \$2,000-\$3,000 per grade level/department to help fulfill these needs.
- Positive Behavioral Interventions and Supports supplies
- Teachers Pay Teachers subscription
- Partial funding of School Resource Officer
- Hiring 2 additional aides

Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss

Summer School

- Offering extended summer school programs (Six weeks compared to two)
- Providing transportation and snacks

After School Enrichment

- Homework Club - Offering 4-5 days per week, grades Kindergarten through 12, as well as providing transportation and snacks
- Extracurricular Clubs; Mayfield CSD will be bringing back clubs cut from the budget as well as starting brand new clubs.

Arts and Crafts	Math Club
Book Club	Nordic Ski Club
Builders Club	Odyssey of the Mind
Coding Club	Outdoor Club
Drama Club	Paw Perfection
Foreign Language	Photography Club
Gaming Club	SPARRK
Garden Club	Sports
GSA	STEM
Investment Club	Teddy Bear Tales
Lego Club	Walking Club
Junior Honor Society	Weightlifting Club

Addressing Learning Loss and Closing the Learning Gap

- Hiring Library Media Specialist, continuing with General Fund monies in future years
- Hiring 7-12 English Teacher
- Creating APEX (credit recovery) program
- Expanding Project Lead the Way to Elementary school, continuing with General Fund monies in future years

By definition, learning gaps are the difference between what a student is expected to have learned by a certain grade level versus what they have actually learned up to that point. These gaps are often compounding. Obviously, this poses a major challenge for both educators and students alike. Five steps we are taking to close the learning gaps are:

1. Gather the Evidence.
2. Undertake a Skills-mapping Exercise (Assessments)
3. Identify Learning Opportunities Geared Toward Closing the Gap
4. Create Engaging Learning Experiences
5. Monitor Your Progress.

Continuity of services

In the 2020-21 school year, the salaries of the following individuals were paid by the CARES grant money; in the future these positions will be paid by the general fund budget.

- Librarian
- 2 Counselors
- Special Education Teacher
- Math Teacher

A note from Superintendent, Christopher Harper: My heartfelt thanks goes out to everyone who worked extremely hard and unconditionally during the last four weeks to put this together. Teaching our next generation of leaders is one of the most important contributions we can make to the future. Our educators carry out this mission every day. Alone, we can do so little, together we can do so much. I saw this at every one of our meetings. Things change when everyone on the team is equally vested in the overall purpose and goal. As superintendent of Mayfield Central Schools, I am amazed by the continued commitment of teachers and staff. Thank you for all you do

I would also like to say thank you to our entire faculty and staff including our cafeteria workers, custodians and bus drivers. All of you have gone above and beyond to make this year of the epidemic work, always putting our students first. All means all..

If anyone has any questions, please contact the District Office at 518-661-8207.

	2021-22	2022-23	2023-24	TOTAL	CARES	CRRSA	ARP	
Safely returning students to in-person instruction	Univents	164,264		164,264		164,264		
	Touchless Sinks/Toilet Upgrades	15,000		15,000		15,000		
	Bottle Filling Stations	15,000		15,000		15,000		
	Outdoor Learning Space	6,140		6,140		6,140		
	Nurse supplies/Telemed	24,600	21,600		46,200	43,200	3,000	
	Misc Classroom Upgrades/Cleaning	18,500	18,500		37,000	37,000		
Maximizing in-person instruction time	Add Section of 1st Grade	86,479	84,127				170,606	
	Add Section of 4th Grade	86,479	84,127				170,606	
	Hire Attendance Coordination	25,000	25,000				50,000	
Purchasing educational technology	Chromebooks	180,219	98,301	98,301		376,821		
	Ipads	12,162				12,162		
	Laptops	15,331			15,331	15,331		
	Prometheian Boards	36,586	36,586	36,586		109,759		
	Colored Graphing Calculators	12,588			12,588	12,588		
	Chromebook Docks and Supplies	3,500			3,500	3,500		
Addressing the impact of the COVID-19 pandemic on all students	12:1:1 Program	5,000		5,000			5,000	
	3 AIS/Special Education Teachers	208,707	216,256				424,962	
	AIS Floater	44,586				44,586		
Implementing evidence-based strategies to meet students', social, emotional, mental health and academic needs	Wellness (SPARRK) Coordinator/Events	50,000	50,000				100,000	
	Behavior Specialist - Coach	42,500					42,500	
	Behavior Specialist	87,690	89,471				177,161	
	Psychologist	87,690	89,471				177,161	
	Grade Level/Department Materials	69,000			69,000		69,000	
	PBIS Materials	5,000			5,000		5,000	
	Teachers Pay Teachers	19,140			19,140	19,140		
	School Resource Officer	17,921	19,345		37,266	37,266		
2 Aides	94,026	95,399		189,426	171,644	17,782		
Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss	Summer School	1,000	105,046	105,046			211,093	
	Homework Club	47,090	47,090				94,181	
	Extracurricular Clubs	51,272	51,272				102,544	
	Library Media Specialist - Continuing	94,668	96,945		191,613		191,613	
	7-12 English Teacher	68,006	70,682		138,688		138,688	
	APEX Program	46,108	47,700		93,808		93,808	
Project Lead the Way - Continuing	97,390	89,471		186,861		186,861		
Continuity of services	Librarian	92,554.00			92,554			
	2 Counselors	131,706.00			131,706			
	Special Education Teacher	66,446.00			66,446			
	Math Teacher	67,291.00			67,291			
TOTAL	357,997	1,838,644	1,436,389	239,934	3,872,964	357,997	1,083,401	2,431,566