

Updated 7/1/2022

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.

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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	Updated Allocation
CARES - ESSER/GEER	\$ 361,289	\$ 361,289
CRRSA - ESSER	\$ 1,083,401	\$ 1,083,401
ARP - ESSER	\$ 2,431,566	\$ 2,434,925
Total	\$ 3,872,964	\$ 3,879,615

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 (CRRSA)

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. At the end of 20-21, we met twice a week for two months. In 21-22, we met once a month. In 22-23, we 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 a full time LPN to be shared between the buildings
- Miscellaneous classroom updates/cleanings

Maximizing in-person instruction time

- Add 2 sections in Elementary School
- 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
- Ipads
- Laptops
- SmartBoards
- Color Graphing Calculators
- Chromebook charging carts, supplies
- Presentation screens

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
- Hire Direct Academic Instructors for push in services

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 money to teachers/grade levels/departments to help fulfill these needs.
- Positive Behavioral Interventions and Supports supplies
- Teachers Pay Teachers subscription
- Partial funding of School Resource Officer
- Hiring 5 additional aides
- Purchasing classroom rugs, sensory stickers
- District Trauma Certification
- Hiring an additional Elementary principal
- Purchasing vape sensors

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

Summer School

- Offering extended summer school programs
- 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

Book Club

Builders Club

Coding Club

Drama Club

Foreign Language

Gaming Club

Garden Club

GSA

Investment Club

Lego Club

Junior Honor

Society

Math Club

Nordic Ski Club

Odyssey of the

Mind
Outdoor Club
Paw Perfection
Photography Club
PBIS

Sports
STEM
Teddy Bear Tales
Walking Club
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
- Hiring 7-12 Social Studies Teacher
- Hiring Full Time Building Substitutes
- Hiring Math AIS Teacher

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.

		Actual 2020-21	2021-22		2022-23		2023-24		TOTAL		CARES	CRRSA	ARP	
			Budget	Updated	Budget	Updated	Budget	Updated	Budget	Updated				
Safely returning students to in-person instruction	Univents		164,264	164,264					164,264	164,264		164,264		
	Touchless Sinks/Toilet Upgrades		15,000	4,502		-			15,000	4,502		4,502		
	Bottle Filling Stations		15,000	10,375					15,000	10,375		10,375		
	Outdoor Learning Space		6,140	1,022		5,000			6,140	6,022		6,022		
	Nurse supplies/Telemed		24,600	-	21,600				46,200	-		-		
	Nurse, LPN			16,550		31,878			-	48,428		48,428		
	Misc Classroom Upgrades/Cleaning		18,500	14,235	18,500	18,500			37,000	32,735		32,735		
Maximizing in-person instruction time	Add Section/Teacher Elementary		86,479	64,553	84,127	60,002			170,606	124,555			124,555	
	Add Section/Teacher Elementary		86,479	67,044	84,127	63,025			170,606	130,069			130,069	
	Hire Attendance Coordinator		25,000	25,000	25,000	25,000			50,000	50,000			50,000	
Purchasing educational technology	Chromebooks		180,219	230,600					180,219	230,600		230,600		
	Ipads		12,162	12,540					12,162	12,540		12,540		
	Laptops		15,331	55,862					15,331	55,862		47,962	7,900.00	
	Prometheian Boards		36,586	33,720	36,586	33,720	36,586	33,720	109,758	101,160		101,160		
	Colored Graphing Calculators		12,588	12,588					12,588	12,588		12,588		
	Chromebook Docks and Supplies		3,500						3,500	9,535		9,535		
	TV screens & mounts			2,544					-	2,544		2,544		
Addressing the impact of the COVID-19 pandemic on all students	12:1:1 Program		5,000	5,970					5,000	5,970			5,970	
	1 AIS/Special Education Teachers		69,569	76,890	72,085	78,414			141,654	155,304			155,304	
	1 AIS/Special Education Teachers		69,569	85,389	72,085	87,790			141,654	173,179			173,179	
	1 AIS/Special Education Teachers		69,569	-	72,085	83,834			141,654	83,834			83,834	
	DAI Push In		44,586	75,412	28,126	28,126			72,712	103,538	68,013		35,525	
Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs	Wellness (SPARRK) Coordinator/Events		50,000	29,576	50,000	50,000			100,000	79,576			79,576	
	Behavior Specialist - Coach		42,500	30,895		42,500			42,500	73,395			73,395	
	Behavior Specialist		87,690	91,398	89,471	93,848			177,161	185,246			185,246	
	Psychologist		87,690	-	89,471	69,470			177,161	69,470			69,470	
	Grade Level/Department Materials		69,000	77,917		75,000			69,000	152,917			152,917	
	PBIS Materials/Training		5,000	-		5,000			5,000	5,000			5,000	
	Teachers Pay Teachers		19,140	6,380		6,380		6,380	19,140	19,140	19,140			
	School Resource Officer		17,921	-	19,345	19,345			37,266	19,345			19,345	
	2 Aides - HS		94,026	26,810	95,399	72,701			189,426	99,511			99,511	
	Classroom rugs					15,000			-	15,000			11,612	3,388
	Sensory stickers					10,000			-	10,000			10,000	
	Trauma Certification					25,000			-	25,000			25,000	
	Elementary Principal					43,225			-	43,225			43,225	
	Vape sensors					8,050			-	8,050			8,050	
3 Aides - HS					96,251			-	96,251			96,251		
Addressing the impacts of the COVID-19 pandemic on students including interrupted instruction and learning loss	Summer School		1,000	788	105,046	85,472	105,046	85,472	211,093	171,733			171,733	
	Homework Club - Teachers		47,090	24,159	47,090	57,750			94,181	81,909			81,909	
	Homework Club - Drivers, Aides			2,576		7,040			-	9,616			9,616	
	Extracurricular Clubs		51,272	23,994	51,272	51,272			102,544	75,266			75,266	
	Library Media Specialist - Continuing		94,668	-	96,945	96,945			191,613	96,945			96,945	
	7-12 English Teacher		68,006	88,280	70,682	70,682			138,688	158,962			158,962	
	APEX Program		46,108	25,742	47,700	47,700			93,808	73,442			73,442	
	Project Lead the Way / Robotics - Continuing		97,390	131,935	89,471	89,471			186,861	221,406			221,406	
	Social Studies Teacher					82,285			-	82,285			82,285	
	Building Substitute, 2			45,748		-			-	45,748			45,748	
Math AIS					82,285			-	82,285			82,285		
Continuity of services	Librarian		92,554						92,554	92,554	92,554			
	2 Counselors		131,706						131,706	131,706	131,706			
	Special Education Teacher		66,446						66,446	66,446	66,446			
	Math Teacher		67,291						67,291	67,291	67,291			
	Equitable Services - Private Schools		3,292						3,292	3,292	3,292			
TOTAL		361,289	1,838,644	1,574,793	1,366,214	1,817,961	141,633	125,572	3,707,780	3,879,616	361,289	1,083,402	2,434,925	