

Cheektowaga-Sloan Union Free School District

2021-22 School Year Plan for American Rescue Plan (ARP) Funds

For questions, concerns and suggestion on the use of ARP Funds please contact:
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The American Rescue Plan Act (“ARP”) requires school districts who are receiving funds to gather input from teachers, parents, the community, and other educational stakeholders on how to best spend the funds.

The ARP funds will be administered through the New York State Education Department (“NYSED”). NYSED has determined that the District allotted allocation is \$2,651,458 of which 20% is required to be used for Learning Loss relating to the COVID-19 pandemic. The 20% for Learning Loss amounts to \$530,292 which will be used for a before and/or after school remediation program and summer school.

The District met with various teachers and other stakeholders to discuss the ARP funding and how it could be spent. The meetings took place on the following days:

- May 17, 2021 – Student Support group
- May 19, 2021 – Special Education Teachers Kindergarten through Grade 12
- May 19, 2021 – JFK Middle School Grade Level Leaders
- May 21, 2021 – Principals of TR and WW Elementary Schools
- May 21, 2021 – AIS Teachers at JFK Middle School
- May 24, 2021 – Department Chairs at JFK High School
- May 26, 2021 – Principal and Assistant Principals at JFK High and Middle Schools
- May 26, 2021 – AIS Teachers Pre-Kindergarten through Grade 5
- May 26, 2021 – Grade Level Leaders Kindergarten through Grade 5
- June 1, 2021 – TESOL Teachers
- June 2, 2021 – Special Area Teachers

In addition to these meetings, the spending plan was reviewed at a public Board of Education meeting on June 22, 2021. The proposed spending plan was then posted on the District Website along with a survey to provide an opportunity for public comment by any interested stakeholder.

Based on the input and recommendations from all District Stakeholders, the following contains the current detailed spending plan for the ARP ESSER funding to be received by the District. Please note that the ARP ESSER spending plan will be reviewed periodically, at least every six months, and the plan will be updated as needed.

Description	Budgeted Total
District-Wide Code 15 - Prof Staff Salaries	
21-24 - Before and After School Programs - all schools	337,340.00
21-22 - Kindergarten Orientation program	1,125.00
22-23 - Summer School teachers	150,000.00
21-24 - Summer Data Coordinator (3 years)	10,000.00
22-24 - School Psychologist (2 years)	91,694.00
23-24 - ELL Teacher	46,301.00
21-24 - Curriculum Advisement (2 positions, 3 years)	21,000.00
21-24 - Restorative Practice Liaison (4 positions, 3 years)	42,000.00
21-24 - Social Worker (3 years)	185,000.00
23-24 - Coordinator of Curriculum and Instruction	94,000.00
	<u>978,460.00</u>
District-Wide Code 40 - Purchased Services	
Install interactive whiteboards	17,500.00
Mental Health Counseling Services for students	300,000.00
	<u>317,500.00</u>
District-Wide Code 45 - Supplies and Materials	
Sanitation Supplies and Materials	9,000.00
Personal Protective Equipment	3,400.00
Cybersecurity Software	12,474.00
Family Solution Center Materials and Supplies	20,000.00
Kindercamp basket for incoming Ks (3 years)	24,000.00
Welcome kit for new students (3 years)	7,500.00
Summer School Supplies (3 years)	45,904.00
Before/After School Program Supplies (3 years)	15,000.00
Supplies and Materials Teaching (including art, gym, speech, ELL, special education, and music - 3 years)	242,481.00
Summer book program to support summer feeding program	110,000.00
Books for ELA programs	5,000.00
Supplies and materials to assist students/families experiencing homelessness or unaccompanied youth	20,000.00
	<u>514,759.00</u>
District-Wide Code 49 - BOCES Purchased Services	
21-22 - 1 speech teachers (BOCES)	170,000.00
22-23 - 1 speech teachers (BOCES)	170,000.00
23-24 - 1 speech teachers (BOCES)	170,000.00
	<u>510,000.00</u>
District-Wide Code 80 - Employee Benefits	
Social Security Benefits	77,373.00
New York State Teacher Retirement	99,118.00
Health Insurance	154,248.00
	<u>330,739.00</u>
GRAND TOTAL:	<u><u>2,651,458.00</u></u>

Note that the ARPA ESSER spending plan does require that certain items be specifically addressed. These requirements are identified below and include the District's response to each requirement:

1. Our plans for non-recurring expenses in the area of maximizing in-person instruction time.

As included in the detailed spending plan, the District intends to utilize a portion of the funds for providing mental health counseling and remedial speech services.

2. Our plans for non-recurring expenses in the area of operating schools and meeting the needs of students.

As included in the detailed spending plan, the District intends to utilize a portion of the funds for providing mental health counseling, remedial speech services, Curriculum Advisement positions, Restorative Practice Liaisons, and operating a before/after school program for remediation. The District will also use a portion of the funds for sanitation supplies and materials and personal protective equipment so that the schools can continue safe operations.

3. Our plans for non-recurring expenses in the area of purchasing educational technology.

As included in the detailed spending plan, the District intends to utilize a portion of the funds for interactive whiteboards. Interactive whiteboards are an integral part of teachers' daily instruction. The District will use a portion of the grant to purchase 50 interactive boards.

4. Our plans for non-recurring expenses in the area of 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.

As included in the detailed spending plan, the District intends to utilize a portion of the funds for a kindergarten summer orientation, a before and after school remediation program (including supplies), a summer school program (including supplies), Restorative Practice liaisons, Curriculum Advisement positions, supplies for our Family Solutions Center to support families in need, supply/material money for homeless or unaccompanied youth, Kindercamp baskets, Welcome kits for new students, supplies and materials to enhance programming in support of educating the whole child (special area teacher, speech, ELL teachers, and AIS teachers), and additional speech improvement services will be funded by the grant.

5. Our plans for non-recurring expenses in the area of implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.

As included in the detailed spending plan, the District intends to utilize a portion of the funds for mental health counseling services, Restorative Practice liaisons, Curriculum Advisement positions, materials and supplies for the District's Family Solutions Center, and materials and supplies for homeless or unaccompanied youth.

6. Our plans for non-recurring expenses in the area of offering evidence-based summer, afterschool, and other extended learning and enrichment programs.

As included in the detailed spending plan, the District intends to utilize a portion of the funds for before and after school remediation programs and for summer school to provide students with opportunities for additional learning and enrichment.

7. Our plans for non-recurring expenses in the area of supporting early childhood education.

As included in the detailed spending plan, the District intends to utilize a portion of the funds for student materials/supplies and books for our early childhood education program. In addition, the District is having a Kindergarten Orientation to support our youngest learners. These supplemental materials and orientation are meant to assist our youngest learners with feeling welcome and safe at school.

8. The following costs/programs will continue beyond the availability of federal funds and we will use the following local funds in order to minimize disruption to core academic and other school programs.

As included in the detailed spending plan, the District will be using ARP funds to support a school psychologist, a social worker, an ELL teacher, and a Coordinator of Curriculum and Instruction. These positions will be absorbed into the General Fund budget at the expiration of the federal funds. We will also continue to purchase the Cybersecurity software program for increased security of the District's data.

Appendix A

Included below is an excerpt from the U.S. Department of Education's Frequently Asked Questions relating to Elementary and Secondary Emergency Relief Programs. The below excerpt explains how the ARP ESSER funds may be used. The term LEA (local educational agency) may be substituted with the Cheektowaga-Sloan Union Free School District.

A-3. How may an LEA use ESSER funds?

An LEA may use ESSER funds for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act. Although the lists of allowable uses of funds are not identical, any of the ESSER funds (ESSER I, ESSER II, or ARP ESSER) may be used to support all of the allowable uses of funds listed in any of the ESSER programs. We have consolidated below the three ESSER programs' lists of allowable uses of funds. The activities that are listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act that an LEA may support with ESSER funds are:

1. Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).
2. Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).
3. Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).
4. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).
5. Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).
6. Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
7. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
8. Activities to address the unique needs of low-income children or students, students with disabilities, 4 English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.
9. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

10. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
11. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.
12. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.
13. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
14. Providing mental health services and supports, including through the implementation of evidence based full-service community schools.
15. Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.
16. Addressing the academic impact of lost instructional time⁶ among an LEA's students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including by—
 - a. Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - b. Implementing evidence-based activities to meet the comprehensive needs of students.
 - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - d. Tracking student attendance and improving student engagement in distance education.
17. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
18. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

19. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. 8
20. Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.

In determining how to prioritize its funds, an LEA should consider how to use those funds to safely reopen schools for full-time instruction for all students, maintain safe in-person operations, advance educational equity, and build capacity. An LEA may provide services directly or enter into an agreement (e.g., a contract or interagency agreement consistent with procurement requirements or otherwise legally authorized) for allowable activities under ESSER. An LEA is not authorized to award subgrants with ESSER funds.