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2021-2022 SCHOOL YEAR PLAN FOR AMERICAN RESCUE PLAN ACT (ARPA) AND CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTAL APPROPRIATIONS (CRRSA) FUNDS

POSTED ON August 9, 2021

ARPA-ESSER FUNDING PLAN

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 Chateaugay Central School District has been allocated \$1,188,847.

A portion, \$700,000 must be allocated to address “Learning Loss” through the implementation of evidence-based interventions. A portion, \$100,002 must be allocated for summer enrichment and summer learning. Finally, a portion of \$100,002 must be assigned to extended day learning opportunities such as comprehensive after-school programs. The remaining \$499,996 will be used to provide school-wide interventions. The funding plan must ensure that interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups.

Pursuant to applicable legislation 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 district concern over maintaining excellence and rigor across all content areas is at the forefront of the funding plan. The district recognizes the impact of the pandemic on student social-emotional wellbeing. The Chateaugay Central School District's commitment to in-person learning has proven to be unwavering during the pandemic. The Chateaugay Central School District remained open to in-person learning for all students in pre-kindergarten – grade 4 for 163 days, grade 5 for 153 days, grades 6-8 for 144 days, and grades 9-12 for 41 days.

Although the efforts and endeavors of the district were complicated, to say the least, by the COVID-19 pandemic, we remain true to our commitment to excellence.

The funding plan will reinforce the distinct commitment to excellence.

The COVID-19 pandemic has further reinforced the need for the following:

- 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
- Social-emotional learning and the critical nature of relationships...peers, teacher-students and staff
- Safety is valued and fosters a further sense of normalcy
- Facilities that are well ventilated, student centered and assist in student engagement

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 and maximizing in-person instruction time

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.

Working with all stakeholders to continue the work on the Reopening Committee in its efforts to review critical data from the Governor's Office, New York State Education Department, Centers for Disease Control, the NYS and Franklin County Department of Health to make informed decisions to keep everyone in the building safe.

Follow the masking and physical distancing rules in a responsive manner based on the data based on the 12920 zip code.

Provide all employees, families, students with vaccination clinic information to allow each stakeholder to make an informed decision about vaccination. Arrange vaccination clinics at Chateaugay Central School.

Align resources with Franklin Essex Hamilton BOCES and Franklin County Public Health to provide a testing and contact tracing program at Chateaugay Central School District.

2. Activities to Support the Carl Perkins Act – Career and Technology Education

- Hire a Hybrid Business Teacher / Teaching Assistant to support Pre-CTE Program
- Hire a Hybrid Home Economics Teacher / Teaching Assistant to support Pre-CTE Program

3. Addressing Learning Loss among Students

- Hire a Math Intervention Specialist and two Math Teaching Assistants in the Elementary
- Hire a Special Education Teacher to support the Pre-CTE Program in the High School

4. Planning and Implementing Activities Related to Summer Learning and Supplemental After School Programs

- Hire six (6) Learning Lab Teachers for the Elementary and High School to support tutoring and enrichment activities afterschool. Tuesday – Thursday for 2 hours a day from 3:20 pm – 5:20 pm.
- Hire a secretary to support the afterschool and summer program activities. 10 hours per week. The secretary will maintain attendance, collect data, and support students, parents, and teachers.
- Hire a coordinator to support students, parents, and learning lab teachers during the afterschool program. 10 hours per week.
- Hire two (2) bus drivers to drive an extended school day route to transport students home at the end of the program.
- Support Summer Curriculum Projects designed by Teachers and Teaching Assistants

5. Continuing to Employ Existing Staff of Chateaugay Central School District

- High School English Teacher
- Two (2) Teaching Assistants
- Percentage of Special Area Teacher Salaries in PreK3, UPK, and Integrated Preschool
- (2) Teacher Aides

6. Professional Development

- Social-Emotional Learning- Students and Adults
- Literacy (Teachers College Reading and Writing Project)

- Dignity, Equity, and Inclusion
- Restorative Practices
- Equity in Grading

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

Plan Summary:

- Purchase Pre-CTE Instructional Technology- Project Based Equipment (ex. CNC Machine for Carpentry, Business and Home Economics Equipment, and School Job Placement Tools)
- Purchase laptops for teachers in the event the District must move to Hybrid and Remote Learning
- Purchase WiFi and Routers for 14 of our school buses
- Purchase transportation hardware and software to accurately account for all students on the bus and to know where and who is on the bus at all times. This will support contact tracing efforts.

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

- Social Emotional Learning, Equity, Mental Health, Restorative Practices
- Contractual services with Citizen Advocates for added mental health support

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.

A survey is ongoing at this time to gather input from the school community. The survey may be found here. <https://forms.gle/c5khNpnMpuFe2oyb7>

