

Middle Country Central School District



American Rescue Plan Act (ARPA)
March 13, 2020 - September 30th, 2024

Purpose:

The purpose of this plan is to outline the planned initiatives the Middle Country Central School District (MCCSD) will implement over the next few fiscal years, based on the funding to be received from the American Rescue Plan Act (ARPA). The American Rescue Plan Act (ARPA) requires MCCSD to utilize the funds towards addressing the areas of learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, and/or extended school year programs, and to ensure that such interventions respond to students’ academic, social, and emotional needs.

The American Rescue Plan Act requires State Educational Agencies (SEAs) to reserve not less than 5 percent of the total amount of grant funds awarded to the State to carry out activities to address learning loss by supporting the implementation of evidence-based interventions; not less than 1 percent to carry out the implementation of evidence based summer enrichment programs; and not less than 1 percent to carry out the implementation of evidence based comprehensive after school programs. The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts, including the Middle Country Central School District.

The plan outlined below addresses the requirements as well as provides a framework for how the funding will be allocated.

The plan will be re-evaluated, revised and updated continuously throughout the next three years by MCCSD to ensure that changing needs of our student population are addressed appropriately and funding is efficiently and effectively utilized. Regular reports will continue to be provided at Board of Education meetings.

The plan, as required, is available on the website at www.mccsd.net

ARPA Funding Allocations:

<u>Type of Funding</u>	<u>Funding</u>	<u>Timeframe</u>
ARPA - Learning Loss	\$1,402,130	7/1/2021-9/30/2024
ARPA - Other Allowable	\$5,613,132	7/1/2021-9/30/2024
SEA - Summer Education	\$833,499	7/1/2021-9/30/2024
SEA - Extended Day	\$833,499	7/1/2021-9/30/2024

SEA - Learning Loss	\$4,167,379	7/1/2021-9/30/2024
TOTAL	\$12,849,639	

Middle Country Central School District Spending Categories:

<u>Description</u>	<u>Type of Funding</u>	<u>Budget</u>	<u>Timeframe</u>
Summer Enrichment & Credit Recovery	Summer Education	\$997,362	7/1/2021-9/30/2024
Extended Day - Student Support & Enrichment	Extended Day	\$833,850	7/1/2021-9/30/2024
Instructional Support/Staffing	Learning Loss	\$5,265,000	7/1/2021-9/30/2024
Staff Development/Student Assessment/Instructional Materials	Learning Loss	\$1,848,000	7/1/2021-9/30/2024
Technology & Communication	Other Allowable	\$3,345,000	7/1/2021-9/30/2024
Operational & COVID Related	Other Allowable	\$560,427	7/1/2021-9/30/2024
TOTAL		\$12,849,639	

Summer Enrichment & Credit Recovery:

<u>Description</u>	<u>2021-2022</u>	<u>2022-2023</u>
Pre K - 8 Summer Enrichment	\$354,612	\$180,000
Grade 9-12 Summer Credit Recovery	\$100,000	\$100,000
Summer Transportation	\$110,000	\$75,000
Summer Support	\$38,875	\$38,875
Total	\$603,487	\$393,875

The Credit Recovery Program is made available to all MCCSD students in grades 8 -12 (Grade 8 Living Environment and Algebra) who have failed courses that lead to graduation, at no cost to district residents. Three options are available: an in-district thirteen course program; a remote option for subjects not offered in the district summer school; and a district membership in a BOCES consortium which will also allow students to complete work in courses other than the ones offered on site.

Extended Day - Student Support & Enrichment:

Description	2021-2022	2022-2023	2023-2024
Extended Day K-12	\$200,000	\$175,000	\$165,000
Extended Day Transportation	\$95,000	\$97,850	\$101,000
Total	\$295,000	\$272,850	\$266,000

Extended day instructional and enrichment opportunities will be offered during the 2021-22 through 2023-24 school years for students at the high school, middle school and elementary school levels.

In high school, after school instructional academies will be established for students needing additional support in math, science, social studies, ELA, world languages and ENL. These academies will be staffed by certified MCCSD teachers, teaching assistants and Pupil Personnel Services staff. High schools will offer extended day enrichment through the expansion of co-curricular clubs/activities in areas identified through student, staff and community interest surveys.

At the middle school level, existing after school extra help sessions will be expanded to allow more days/hours of extra help in each curriculum area. The middle schools will offer extended day enrichment opportunities to all students through the expansion of co-curricular clubs/activities in areas identified through student, staff and community interest surveys.

At the elementary level, extended day enrichment opportunities will be provided through the creation of a co-curricular club/activity program and will be further supported by providing transportation home for participating students. The extended day enrichment opportunities will be offered in areas identified through student, staff and community interest surveys.

All students entering high school in the Middle Country Central School District in September 2020 and thereafter are required to complete a capstone research

experience sometime during their high school career. Successful completion of this experience is a requirement for high school graduation. One element of this initiative, which was disrupted as a result of the Pandemic, is the completion of a capstone experience during each level of a student's education (elementary, middle school and high school). In order to give additional support to students and assist them in their personal research process, capstone mentor positions have been created.

Instructional Support/Staffing:

<u>Description</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Instructional Support/Staffing	\$1,755,000	\$1,755,000	\$1,755,000
Total	\$1,755,000	\$1,755,000	\$1,755,000

Instructional support/staffing ARPA funds will be utilized to support individualized attention and differentiation for elementary students by providing for class size reductions in grades 1-6.

First grade students will receive an additional period of physical education weekly to provide support for gross motor development and kinesthetic enhancement of SEL lessons through the ARPA funding of a physical education teacher.

Grades two through five students' social/emotional learning will be further supported through the ARPA funding of a teacher and teaching assistants dedicated to the development and delivery of SEL lessons to every student, weekly, throughout the school year. Teaching assistants in each elementary building will extend and reinforce SEL lessons developed by the SEL teacher. Additional math support, funded through AARP, will be provided to grade six students.

English Language Learners will be partially supported at both the elementary and secondary levels through the additional hiring of two ESOL teachers. At the elementary level, one partially ARPA funded ESOL teacher will be hired to allow the expansion of the ENL program, minimizing the need for students to travel beyond their home buildings to receive ENL services as well as allowing smaller ENL class sizes across the school district. At the secondary level, one ARPA funded ESOL teacher will be hired to allow a full time ESOL teacher at each secondary building. This will provide a resource to both ELL students and non-ELL teachers throughout the school day, supporting both the academic and SEL needs of English Language Learners. Furthermore, the addition of a secondary ESOL teacher will allow for more targeted instruction by splitting larger sections into separate entering/emerging and

transitioning/expanding classes. ELLs attending the Alternative Learning Center will be supported by the addition of one part time ARPA funded ESOL teacher and two bilingual teaching assistants.

At the secondary school level, teachers will be provided with on-site professional development and curriculum development leadership through the hiring of departmental ARPA funded team leaders in each core discipline (math, science, social studies, ELA and world languages). Secondary students will be provided expanded opportunities to engage in inquiry based learning through the pursuit of independent research projects on self directed topics of interest via after school-based capstone research clubs.

Staff Development/Student Assessment/Instructional:

<u>Description</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Staff Development	\$100,000	\$50,000	\$50,000
Textbooks/Assessments	\$516,000	\$516,000	\$316,000
Instructional Materials	\$100,000	\$100,000	\$100,000
Total	\$716,000	\$666,000	\$466,000

To fully assess the scope of learning loss in grades K-8 and to provide teachers with a tool to support differentiation of instruction to address individual learning needs, MCCSD will purchase for each kindergarten and elementary building, iReady diagnostic, digital instruction pathway and teacher toolbox software package site licenses. MCCSD will also provide an integrated yearlong project of sustained professional development in the use of these iReady components to identify, address and evaluate student learning needs.

Resources for the elementary reading program will be expanded to include grades three through five with support for the purchase of the HMH Reading Series. The district will purchase Ti-84 graphing calculators for individual use of each regents level math student, thus eliminating the need for shared class sets and supporting the extension of math learning activities outside of traditional school hours. MCCSD will purchase new resources for middle school math, science and ELA as well as for high school law and government and advanced placement government.

Technology & Communication:

Description	2021-2022	2022-2023	2023-2024
Chromebooks	\$600,000	\$300,000	\$445,000
Hardware/Software	\$450,000	\$350,000	\$350,000
Communication	\$750,000	\$50,000	\$50,000
Total	\$1,800,000	\$700,000	\$845,000

All MCCSD students, as well as designated staff, are equipped with Chromebooks. The initiative is necessary to ensure transition to fully remote instruction, should MCCSD be required to do so, as well as to support in-person learning. The plan covers three years of purchases to facilitate current technology. In addition, with the increased and continued usage of the chromebooks, more software is needed as students are learning, engaging, communicating, participating in assessments and utilizing online resources. The hardware that will be purchased will include replacement desktops, monitors and smartboards in classrooms where the current technology is beyond its useful life. This technology allows for interactive teaching and learning whether in the classroom or from a remote location.

A variety of communication strategies have allowed MCCSD to continuously inform students, staff and community members of information necessary to progress forward during the Pandemic. Interior TV monitors and exterior electronic signs will be installed in highly visible areas so that MCCSD may further enhance communication to students, staff and community members.

Operational & COVID Related:

Description	2021-2022	2022-2023	2023-2024
Security	\$85,427	\$60,000	\$60,000
COBRA	\$55,000		
Food Service	\$300,000		
Total	\$440,427	\$60,000	\$60,000

Security

As MCCSD continues to expand and open in-person learning and activities, there will be times where additional security will be needed to ensure health and safety of all participants and spectators.

COBRA Premium Assistance

As required, MCCSD must pay the COBRA Premium Assistance for any employee who is eligible during the period covering April 1, 2021 through September 30, 2021. This cost is only being budgeted for the 2021-22 year.

Food Service

MCCSD's Food Service Department, since March 2020, ensures that every student, regardless of instructional model (fully virtual, hybrid, in-person) has access to meals, breakfast and lunch. Although meals have continued to be provided via the traditional cafeteria model, MCCSD strategies have been expanded to include delivery to the classroom, meals sent home with students and meals available at pick-up locations. To continue to be able to provide a variety of ways to serve our students, MCCSD will be investing in refrigeration/freezer equipment, warming units, an ice machine, grills, and mobile kiosk stations.

Additional Supporting Documentation:

Middle Country Central School District [Re-Opening](#) and [Re-Entry Plans](#) - Prior to the beginning of the 2020-21 school year, MCCSD worked extensively with the community, parents and staff to plan for the safe return of students and staff. Surveys were conducted to find out the instructional model preferences as well as concerns of parents and guardians. Students were initially offered hybrid and full remote models. Once the school year began, MCCSD carefully monitored student and staff density, as well as implementation of health and safety guidelines and protocols in each of the buildings. Students were slowly and purposefully phased back into full-time in-person instruction, grade by grade, though the fully remote option remained available.

The re-opening plan was continuously modified throughout the school year to reflect school-based and district-wide changes, which were informed by evolving Executive Orders and Department of Health guidance and requirements, as well as staff and community input. The Re-Opening/Re-Entry Plan presented on at least a monthly basis at live-streamed MCCSD Board of Education meetings. The plan will continue to be reviewed, modified and publicly presented.

In addition to the full MCCSD plan, there are individual building level plans for each of the school buildings. All of the plans are located on the MCCSD's website.

Stakeholder Input

As required, community and staffing input was collected to help ensure that Federal Funds are being utilized in ways that are reflective of perspectives and priorities of important stakeholder groups. In addition to information received via e-mails and in virtual meetings throughout the 2020/21 school year, the following surveys were used to collect the data:

Staff Survey:

[American Rescue Spending / Learning Loss: Staff Survey](#)

Community Survey:

[American Rescue Spending / Learning Loss: Community](#)