

Greene Central Schools: Federal Stimulus Plan (2021-2024)

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 (ARP-ESSER) to post on its website a plan of how these funds will be spent.

New York has been allocated nearly \$9 billion in ARP-ESSER funds, with a minimum of \$8.09 billion (90 percent) going to local education agencies, including public schools. Greene Central has been allocated approximately \$5 million dollars as listed below:

Coronavirus Response Relief Supplemental Appropriations Act (CRRSAA) - \$1,358,037

American Rescue Plan Act (ARPA) - \$3,754,172

Allocations need to be expensed within a 3 year period.

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.
- Facility improvements to support in person instruction.
- 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 to minimize disruption to core academic and other school programs.

Before posting this plan, districts are required to seek public comment from parents, teachers and other stakeholders and take such comments into account in the development of the plan.

Public Comment

Greene Central Schools used a variety of means to elicit Public Comment on proposed spending plans. All plans were aligned with the Greene Central Strategic Plan which was completed in the 2020-2021 school year with multiple stakeholders. The Strategic Plan indicated the following areas of focus for the district:

1. Pathways to Success; Career and College Ready

We will offer multiple educational opportunities to expose students to career and college ready pathways. As a result, our students will be lifelong learners and successful, career-oriented citizens.

2. 21st Century Learning

We will provide flexible opportunities to all student to discover and apply 21st century skills to reach their highest potential.

3. Connections and Collaboration

We will improve our connections and collaboration within our school district and with the Greene community at large.

4. Innovation and Equity for all students

We will create an inclusive learning environment that supports and encourages innovation and collaboration.

These areas of focus aligned with the requirements of the federal stimulus funds. Additional feedback was garnered from Board of Education Meetings, Leadership Team Meetings, Faculty Meetings, as well as a staff, parent, and community ThoughtExchange.

Sustainability

Greene Central has developed a plan to sustain the financial outlays supported through the federal stimulus plan.

Facility improvements recommended align with needs identified within the building conditions survey. By addressing these needs with federal dollars, the school district will be able to refocus the Capital Project more efficiently on long term district needs.

Staff considerations will be based on the feedback from stakeholders and an understanding of the enrollment projections as well as anticipated retirements within the next four to five years. The district will offset the anticipated costs of these positions in the future through attrition thus resulting in non-recurring expenditures.

The school district will also work with BOCES to ensure that needed programs, materials and supports that are not embedded into the school budget are sustained as needed through cost sharing options.

Listed below are the areas in which the federal funds will be targeted:

A. Facility Improvements to Support in Person Instruction:

UPGRADE ELEMENTARY CLASSROOM HVAC – Primary and Intermediate School
HVAC Upgrades

Description

Upgrade the ventilation system serving the fifty-two (52) elementary classrooms located in the primary and intermediate schools to improve indoor air quality (IAQ) and to provide individual ventilation and temperature control specific to each classroom. Includes removing the existing air handling units and installing new packaged unit ventilators in each classroom.

Current Issues

1. The Elementary classrooms are currently provided with ventilation from unit ventilators that were originally installed in 2008. Current units provide heated ventilation air only with no air-conditioning or humidity control.

Other Concerns Include:

- Inability of classrooms to have independent ventilation control.
- Limitations on improving air filtration.

Recommended Upgrades

Remove the current ventilation system serving all classrooms in each elementary building, and replace with new unit ventilator. Install unit ventilators for each classroom with exterior wall louvers, heating coils, self-contained air-conditioning, and DDC controls specific to each classroom.

Other key benefits include:

1. Ventilation control specific to the needs of each classroom.
2. Ability to increase ventilation rates (via DDC controls).
3. Use of higher efficient MERV-13 filters for improved air filtration.
4. Each unit will be equipped with self-contained air-conditioning that can be staged and modulated as needed for each classroom while operating a central air conditioning system.

B. Operating Schools and Meeting the Needs of Students:

- a. Installation of ADA Drinking Fountains: replace existing non-compliant water fountains with bottle fillers.
- b. Purchase of PPE to be available for staff and students.
- c. Rental or purchase of tents for each building to provide outdoor eating and instructional spaces.

C. 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.

- a. Add an Academic Instructional Support (AIS) teacher at the Elementary Level to provide a higher level of student support within the elementary school.
 - This will allow for more direct teacher contact within the general education setting to support students with more individualized and specialized instruction in the areas of literacy and math.
- b. Provide additional ELL services within the general education setting to support students in developing stronger literacy skills.
 - This will allow for more direct teacher contact within the general education setting to support ELLs language and literacy development.
- c. Provide enhanced instructional materials to improve access to instructional materials within the home and school setting.

D. Maximize In-Person Instructional Time

- a. Look to add a literacy coach to support differentiated instruction within the classroom level. The literacy coach will work directly with Teachers to improve literacy instruction. The literacy coach will engage in effective feedback cycles with teachers to support instructional planning, differentiation, classroom management as well as student engagement and assessment.
- b. Look to add a Curriculum Coordinator position to support the academic success for all, which is a primary goal of the Strategic Plan. This individual will coordinate the curriculum, supervise the literacy coach and direct the professional development offerings in the school district.
- c. Purchase Additional Instructional Materials to support student areas of challenge (specifically in the area of Tier 1 Instruction, research-based reading interventions)
- d. The district will invest in and Employees Assistance Program (EAP) to assist in decreasing staff absences.

E. Offering evidence-based summer, afterschool and other extended learning and enrichment programs.

- a. Extended Learning Programs
 - Credit Recovery (7-12): Provide students at the 7-12 level with targeted credit recovery to ensure appropriate credit accrual.
- b. Enrichment Programs
 - Summer Enrichment Program (K-12)
- c. Summer School Programming (K-6): Half day program targeting literacy and STEM development. Students identified based on benchmark assessments, attendance, and teacher recommendations.

- d. Summer School Programming (7-8): Targeted skill development for students at risk for academic failure. Students identified based on grades, attendance, benchmark assessments and teacher recommendations.
- e. Summer School Programming (9-12): Online summer school programming with direct teacher support on site. Designed to support credit accrual and on time graduation.

F. Purchase of Educational Technology

- a. Purchase Educational Technology to Support the Administration of Benchmark Assessments and Individualized Assessments
- b. Purchase interactive panels for each classroom, which will serve to enhance student engagement and achievement by providing teachers with the tools necessary to deliver 21st century educational skills.

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

- a. We will enhance our Tier 1 SEL programming for K-6th grade with a research based program to be implemented by classroom teachers and supported with school counselors.
- b. Support the current levels of Pupil Personnel Staffing.
- c. Provide professional development to support the Multi-Tiered Systems of Support (MTSS) program.
- d. Instructional materials and professional development to support literacy.
- e. We will look to add a behavior specialist
- f. We will look to contract for professional development and coaching for our principals.

Conclusion: This plan will be reviewed and modified if needed every 6 months to ensure transparency and accurate reporting of how the monies are allocated.