

*Educating Everyone
Takes Everyone
TOGETHER!*

A Meaningful Diploma For All Students

**Federal Elementary and Secondary School Emergency
Relief Fund allocated by the American Rescue Plan Act of
2021 (ARP-ESSER)**

Guiding Question:

- *How can the District best utilize revenue sources from:*

- *ARP-ESSER*
- *Title*
- *IDEA*
- *McKinney Vento*
- *Smart Schools Bond Act*
- *Phase III Capital Project, and*
- *District General Fund*

to achieve greater outcomes for our students in line with our Vision and Areas of Focus?

Our Mission:

- The Ballston Spa Central School District will provide an excellent education that maximizes the potential of each student.
- In partnership with the family and community, our students will become responsible and well-rounded adults.

Our Vision:

A Meaningful Diploma For All Students

A Meaningful Diploma For All Students

Means that our students will:

- ***Read, Write, Think, and Learn well*** – because we *intentionally, explicitly, and systematically* taught them to

ACROSS ALL CONTENT AREAS and IN A VARIETY OF SETTINGS

- ***Be well*** – physically, socially, emotionally, and mentally because we know and support our kids
- ***Be citizen-ready*** – because of the opportunities and experiences that we provide them both in school and in the community

BSCSD Priorities for 2020-2021

To ensure that each of our students has access to a variety of rigorous learning opportunities on their way to earning a meaningful diploma, the BSCSD Board of Education and the Administrative Council will prioritize work in the following areas for the 2020-21 school year:

- *Ensuring Student and Staff Wellness and Safety*
- *Providing Equitable Access to Learning and Advancement Opportunities for All Students and Staff*
- *Implementing a Diverse and Rigorous K-12 Curriculum Supported by High Quality Instructional Materials and Assessments*
- *Fostering a Culture of Support for Continuous Improvement in All Areas of Operation*
- *Utilizing Proactive, Transparent, and Substantive Two-Way Communications*

Our Points of Focus

To ensure that all students are able to develop the knowledge and skills and accomplish the work required to attain a meaningful diploma which allows them to access as many post-secondary pathways as possible, we will focus on increasingly effective:

- **Curriculum** – by creating, adapting, and/or adopting a K-12 cohesive curriculum which develops/enhances students' on grade-level abilities in ***literacy*** (reading across content areas and genre types; writing to communicate to a variety of audiences on a variety of topics); ***oracy*** (speaking and listening to a variety of audiences and in a variety of contexts); ***numeracy*** (in line with the standards of mathematical practices); and, as a result, students' ***thinking*** abilities as applied to a variety of complex problems;
- **Instruction** – by developing/enhancing teachers' instructional abilities through an understanding of how students learn, research-informed instructional techniques and frameworks including the Response to Intervention (RtI)/Multi-tiered System of Supports (MTSS) model, and effective feedback models from peers and supervisors;
- **Assessments** – by developing and enhancing clear understandings of the purpose and design of effective assessments and how they can be utilized to improve teaching and learning;

Our Points of Focus (2)

- **Positive Student Behavior and Wellness** – by promoting student wellness through structured interventions which have a sound basis in educational research and by developing/enhancing staff abilities to identify and mitigate, minimize, and/or correct student behavior which is disruptive to student learning;
- **Recruitment, Retention, and Development of Personnel** – by investing in promising practices for employee recruitment and ongoing, targeted professional learning opportunities, proven methods of evaluation, and feedback;
- **Communications** – by developing useful/helpful internal and external communications based on user feedback and by developing clear processes and protocols; and
- **Long Term Planning** – by investing in programs, structures, and strategies that are proven to positively impact student learning opportunities and outcomes.

ARP-ESSER Funding Overview

- On April 21, the U.S. Department of Education issued Interim Final Requirements (IFR) that include examples of ways in which an LEA may use its ARP-ESSER funds for a wide variety of activities related to educating students during the COVID-19 pandemic and addressing the impacts of the pandemic on students and educators.
- USDE's IFR also references the American Recovery Plan (ARP) statutory requirement that an LEA receiving ARP-ESSER funds **must reserve at least 20% of its 90% base ARP-ESSER funds to measure and address the academic impact of lost instructional time on all students through the implementation of evidence-based interventions, including but not limited to interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs or extended school year programs.**
- USDE's IFR also states that the LEA must ensure that such interventions **respond to students' academic, social, emotional and mental health needs, and address the impact of COVID-19 on groups of students that the pandemic has disproportionately impacted.**

ARP-ESSER Funding Guidelines

School districts will prioritize spending on non-recurring expenses in these 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.**
- Offering evidence-based summer, before/after-school and other extended day programs.

ARP-ESSER Funding Guidelines (2)

School districts will prioritize spending on non-recurring expenses in these areas:

- Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs.
- Supporting early childhood education.
- Making facility repairs and improvements to enable school operations to reduce the risk of transmission and exposure to environmental health hazards, and to support student health needs.
- Conduct inspections, testing, maintenance, repair, replacement, and upgrades of systems 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.

In addition to the support for personnel and programs in the approved District budget, the District proposes to:

**Safely returning
students to in-person
instruction**

- **Maintain the COVID Coordinator Position**
 - In anticipation of NYS Department of Health Requirements for the 2021-22 school year.
 - Based on duties that will be taken over from the county health department.
 - To provide training for school nurses on additional protocols for managing COVID cases.
- **Provide Additional Training to Faculty and Staff for Effective Student Reentry Strategies**
 - Focused on learners who were fully remote during the pandemic closure.
- **Provide Health Services Support to Schools**
 - Based on new direction from the NYS Department of Health (e.g., random COVID testing of students and staff).
- **Maintain Additional Cleaning Equipment and Protocols**
 - As may be required by the NYS Department of Health.
- **TBD Beginning of Year Events for Students and Families**
 - As determined in summer planning.

In addition to the support for personnel and programs in the approved District budget, the District proposes to:

Offering evidence-based summer, before/after-school and other extended day programs

- **Implement Summer Jump Start**
 - For incoming kindergartners who have been identified for additional academic and related services (e.g., speech) support prior to their arrival in September.
- **Implement Summer Success Program**
 - For students in grades K-8.
 - Small student-to-teacher ratio (~10:1).
 - Eligibility determined by multiple academic measures.
 - Continuation of the curriculum from the school year.
 - Instruction provided by certified Ballston Spa staff.
- **Provide Individual and Small Group Afterschool Tutoring for Students in Grades 6-12**
 - A continuation of the spring '21 model.
 - Instruction provided by certified Ballston Spa staff.
- **Provide Before and After-school Support for McKinney Vento and Low-Income Students**
 - Utilizing Community-based Organizations where possible or creating a district-based model.
- **Provide a Credit Recovery Option**
 - For students in grade 12 in an effort to complete requirements for August 21 graduation.
 - For students in grades 9-12 who need additional time to complete their learning for credit-bearing classes.

In addition to the support for personnel and programs in the approved District budget, the District proposes to:

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

- **Implement Spa Academy for Students in Grades 9-12**
 - For students who need a small school setting and additional support to keep them on track to graduate while also providing opportunities to complete college coursework for credit.
- **Provide an Additional School Counselor at Wood Road Elementary**
 - Wood Road is our largest elementary school with almost 600 students.
 - Currently we have 1 full-time counselor who also oversees a TA for implementation of the Primary Project Program.
- **Expand Primary Project to Milton Terrace Elementary**
 - This research-based school readiness model is in its second year at Wood Road Elementary.
- **Expand Parsons Family Counseling and Support Services**
 - To address wait listed students and families in all schools.
- **Provide a Limited Remote Learning Option**
 - Maintaining an option for this model of learning for those students in grades 6-12 who are identified as needing an alternative to in-person learning.

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*

In addition to the support for personnel and programs in the approved District budget, the District proposes to:

- **Provide Additional Behavioral Support for Students with Disabilities in Grades K-5**
 - To assist in minimizing distracting behaviors in students through the development of effective behavioral strategies.
 - To allow students to increasingly focus on their academic learning.
- **Reduce Class Sizes at Elementary Level**
 - Based on the research for effective class sizes and practices, the District will limit class sizes to provide equitable access to our adopted curriculum and high quality instructional materials with a focus on grades K-2.
- **Provide Additional Curriculum Support for Students with Disabilities in Grades K-5**
 - To provide students with increasing opportunities to access the District's general education curriculum.
- **Provide Additional Intervention Support for Our Title 1 School**
 - Utilizing an "enhanced Tier 3" model under the District's MTSS Plan, we will reduce the student-to-teacher ratio in interventions in grades K-1.
- **Provide Additional Intervention Support for Our Middle School Title 1 School**
 - To address learning gaps utilizing the District's MTSS framework.
- **Establish a School to Families Liaison**
 - To provide direct support for families and students who are homeless under the McKinney Vento Act and/or are determined to be low income.
 - Creates more services for high school counseling.

In addition to the support for personnel and programs in the approved District budget, the District proposes to:

**Maximizing in-person instruction time;
Operating schools and meeting the needs of students; and
Purchasing educational technology**

- **Provide Additional Professional Learning in Effective Literacy Practices for Grades K-8**
 - Utilizing the Language Essentials for Teachers of Reading and Spelling (LETRS).
- **Develop a True Middle School* Model Utilizing the Middle Years International Baccalaureate (MYIB) Framework**
 - Implementing an Instructional Teacher Leader model to further develop and refine the curriculum for grades 6-8.
- **Provide Additional Support for Instructional Improvement and Associated Professional Learning**
 - Based on the Best Foot Forward video observation, Instructional Rounds Peer observation, effective mentoring practices, and related models.
- **Reinstate World Language Option in Grades 6-8**
 - To provide students introduction to world languages to better inform their choices as they enter upper grades and high school.
- **Intentionally Create a 1:1 Instructional Device Program**
 - Upgrading Chromebooks at grades 6-12
 - Provide additional instructional technology supports and professional learning in grades K-8.
- **Implement a World Language Instructional Teacher Leader Model for Grades 9-12**
 - To provide curriculum and instructional support for instructional staff based on the new NYS Standards and assist with the implementation/expansion of the NYS Seal of Biliteracy.

**Conduct inspections,
testing, maintenance,
repair, replacement, and
upgrades of systems to
improve the indoor air
quality in school
facilities**

- **Improve Air Quality and Filtration Through the Installation of Air Conditioning**
 - On the 2nd floor of Gordon Creek Elementary.
 - On the 2nd floor of Malta Avenue.
 - Other areas as determined by testing.

Next Steps Include:

- **X** Review *Draft Plan* with Administrative Council.
- **X** Preview Revised *Draft Plan* with the Board of Education.
- Outreach to faculty and staff for feedback on *Draft Plan*.
- Outreach to the parents and the community for feedback on *Draft Plan*.
- Finalize *Plan* for the 3 year funding window.
- Periodically report back to the Board of progress with *Plan* development, implementation, and progress.
- Continue to update the Board, faculty and staff, parents, and the community on Fall 2021 reopening plan and details.