

# 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?





- The Ballston Spa Central School District will provide an excellent education that maximizes the potential of <u>each</u> 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 <u>ALL</u> 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 <u>meaningful diploma</u> 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;





- 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.



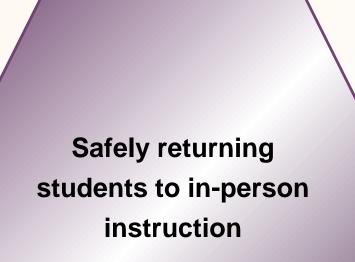
## **ARP-ESSER Funding Guidelines (2)**

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.



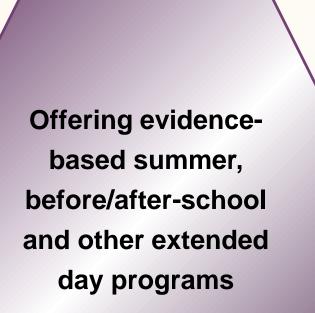
#### In addition to the support for personnel and programs in the approved District budget, the District proposes to:



- 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:



- 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:



- 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.



In addition to the support for personnel and programs in

#### the approved District budget, the District proposes to:

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\*

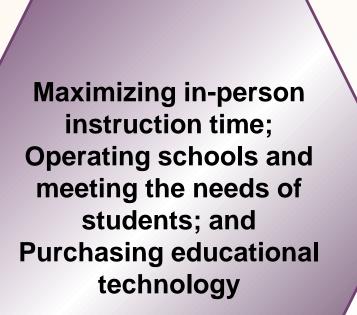
- Provide Additional Behavioral Support for Students with Disabilities in Grades K-5
- To assist in minimizing distracting behaviors in students through the development of effective behavioral strategies.
- To allow students to increasingly focus on their academic learning.

#### 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:



- 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.

\*The District currently has a Junior High School model in place



#### <u>Our Vision</u>: A Meaningful Diploma for All Students

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 2<sup>nd</sup> floor of Gordon Creek Elementary.
- On the 2<sup>nd</sup> floor of Malta Avenue.
- Other areas as determined by testing.





- **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.