



# ARP-ESSR Funding Plan

*UPDATED: June 3, 2021*

## 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 by school year 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. *Cincinnati* has been allocated 2,528,530.

Of this total, 1,208,793 is earmarked specifically for: supporting summer programming, after-school programming, and/or additional supports to address learning loss.

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.

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.

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Safely returning students to in-person instruction

Plan Summary:

- Purchase additional thermometers as necessary.
- Purchase of additional PPE as necessary.
- Purchase (6) HEPA Vacuum
- Purchase (2) Walk-Behind Floor Scrubber
- Purchase (1) Stand-On Scrubber
- Purchase (4) T360 Propack System
- Replace library HVAC
- Update current drinking fountains with (6) bottle filling stations
- Drives and filters for air handlers

## Maximizing in-person instruction time

Plan Summary:

- ALL STUDENTS will be back to in-person learning for September 2021

## Operating schools and meeting the needs of students

Plan Summary:

- Developing formative assessment to be used by classroom teachers.
- Integrating an intervention block to support student needs within the school day.
- Provide Professional Learning Community training for all teachers and teaching assistants in August and throughout the year as necessary.
- Increasing our staff knowledge of the effects of poverty and trauma on our students and colleagues or Opening Day and throughout the year.
- Increasing our awareness of why students disengage and misbehave and what to do about it.

## Purchase of educational technology

Plan Summary:

- Purchasing computers, chromebooks and I-Pads to ensure each student has access to a device.
- Continuing our support of Google Suite for staff and students.
- Purchasing licenses for additional software
- Support families without internet access with mobile hotspots

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

Plan Summary:

- Implementing the BIMAS universal screening student survey to collect evidence, specific to each child, of their mental health needs (MTSS for mental health)
- Use of AIMSweb universal screening tools for literacy and math in the elementary school
- Training on the use of Functional Behavior Assessments (FBA)
- Training on creating Behavior Intervention Plans (BIP) based on FBA
- Training on Therapeutic Crisis Intervention System (TCIS)
- Volunteer staff to attend Train the Trainer training on TCIS
- SEL programming
  - Positivity Project
  - Responsive Classroom Training

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

Plan Summary:

- Voluntary summer enrichment for students in K – 8 for 2021, 2022, 2023
- Summer feeding program for students attending enrichment experiences
- After school support/enrichment for all students for 2021-2022, 2022-2023, 2023-2024
- Adding Drone Course
- Adding eSports Course
- Supplementing Agriculture Course (added for SY 2020-2021)
- Develop a high-intensity tutoring program
  - HS students tutor elementary and middle school students
  - Tutoring and extra support from staff

Supporting early childhood education.

Plan Summary:

- Continuing two sections of our universal pre-kindergarten program.
- Introducing our youngest learners, including UPK and Kindergartener to a phonics-based intervention to emphasize letter sounds.
- Transitioning to Core Knowledge Language Arts (CKLA) for grades UPK – 4

## Other areas of student performance and need.

### Plan Summary:

- Transitioning to Core Knowledge Language Arts (CKLA) for grades UPK – 4
- Developing outdoor learning spaces