

Federal Stimulus Funds:

Staffing

West Irondequoit Central School District

June 17, 2021

Federal Stimulus



Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)

American Rescue Plan (ARP)



- **Temporary** influx of **\$8,561,308** (must be spent by <u>9/2024</u>)
- Avoid recurring costs (fiscal cliff)
- Separate from the General Fund
- Rules for spending
 - Gap closure (academic interventions and supports)
 - Summer and/or remote learning
 - Mental health supports
 - Social-emotional supports
 - Pandemic-related infrastructure
 - Pandemic-related supplies and materials

Monitor & Manage

Pandemic Resource Evaluation

Part 1: Resource Description

Title:

Name(s) of Staff Submitting Request:

Resource Description

Grade Levels: Subject Areas:

Courses: Quantity (and units):

Length of Implementation (one-time, annual ongoing, 3-year, etc.): Anticipated Closure Date:

Rationale:

(Include evidence supporting the rationale or need for this resource. How does it fill a need not met by current resources? Include specific data/rationale.)

Intended Outcomes:

(Describe in detail how physical, mental, social/emotion and/or academic support will be provided by this resource. What need is addressed? What will result from it? Why is it important?)

Success Criteria:

(Describe what metrics will be used to determine the effectiveness of the resource. When will this data be collected and shared?)

Staffing Proposal: K-3 ICT Special Education Teacher(s)

	Need	Suggested Support	Estimated Staffing/Cost
	Multiple sections of SPED ICT	Split Grade 2 CB ICT into two ICT	2 FTE
	classrooms that are currently very	classrooms;	
	close to the maximum of 12	Split Grade 3 BV ICT into two ICT	\$70,000 for 1 FTE over 2 years = 140,000
	students. While the number of	classrooms	140,000 x 2 FTE =
	students falls within the NYS		
5	regulations of up to 12 SWS's in the		\$280,000
	classroom, the needs connected to		(for two years)
	the areas of need and disability range		\$70,000 for 1 FTE over 3 years = 210,000
	dramatically across academic and		
	social/emotional targets and merit		$210,000 \times 2 \text{ FTE} =$
6	consideration for additional split.		\$420,000
			(for three years

Staffing Proposal: Intervention Teachers

-5	Need	Suggested Support	Estimated Staffing/Cost
The second secon	% of students proficient with reading fluency at the elementary level is between 5-10% lower than non-covid years; additionally, iReady math proficiency is about 5-10% below average than non-covid years. Particularly larger gaps at grades 2 & 5.	Additional intervention teachers to target specific grade levels and/or buildings where academic gaps grew larger than average. Potential areas of need: - 2021-22 Grade 5/6 Rogers - 2021-22 Grade 3 BV/SN/SL 1 additional intervention teacher with a particular focus at 5 th /6 th grade Rogers and 3 rd grade SL.	Estimated Staffing/Cost 2 FTE \$70,000 for 1 FTE over 2 years = 140,000 140,000 x 2 FTE = \$280,000 (for two years) \$70,000 for 1 FTE over 3 years = 210,000 210,000 x 2 FTE = \$420,000
The second		1 addition intervention teacher split between BV/SN, with a particular focus on grade 3 students.	(for three years

Staffing Proposal: COVID Transition Specialists

	Need	Suggested Support	Estimated Staffing/Cost
ì	Supports to students, families, and	Student services staff to provide	2 FTE
	teachers regarding ongoing mental	specific and targeted support in	
	health, transition and pandemic	meeting needs of students and	\$70,000 for 1 FTE over 2 years = 140,000
	needs and concerns.	families related to Covid-19,	140,000 x 2 FTE =
		resources for families, intensive and	,
ğ		targeted support for students with	\$280,000
		increased absenteeism connected to	(for two years)
		Covid-19 issues, needs of remote	\$70,000 for 1 FTE over 3 years = 210,000
		learner shifting to in-person	•40.000
		instruction, and needs of students for	210,000 x 2 FTE =
		earlier intervention with	\$420,000
		social/emotional and mental health	(for three years
		needs.	V