

**State Budget Reporting Survey - Budget Reporting****Background/Instructions**

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**Background and Instructions****Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

**Instructions**

The *State Budget Reporting Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs), are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

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**American Rescue Plan (ARP) Spending Plan Reporting**

**1. Have you made changes to your approved ARP - ESSER application?**

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

**2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.**

A survey was sent to parents and school district staff to help us identify priorities for the use of American Rescue Plan - Elementary and Secondary School Emergency Relief funding. Instructional staff including teachers and paraprofessionals to support student learning was identified as the top priority. Summer school for academic support as well as for enrichment and after school programming for the same purposes also emerged as priorities by both stakeholder groups. A public hearing was conducted at a Board of Education meeting to allow for input on the draft plan. The plan was also shared with faculty and staff and their input considered before the plan was finalized.

**3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.**

Program Goals	Per Pupil Teacher Ratios (# : #)
Instructional Technology - In order to maximize in-person instructional time, we plan to use the American Rescue Plan Funds to strengthen our strategic approach to the use of instructional technology. We will hire an Instructional Technology Specialist who will support teachers in all three schools in leveraging technology effectively to meet students' individual needs. The Instructional Technology Specialist will be a Teacher on Special Assignment. That is, an elementary teacher will leave the classroom and we will hire a tenure-track teacher as a replacement. The Instructional Technology Specialist will have three main areas of focus: New York State Computer Science & Digital Fluency Standards K-12; Digital Citizenship and Online Safety; and Professional Development and Coaching.	1:20
Expanded Educational Opportunities - We hired an Applied Sciences Teacher Assistant at the high school. This position will provide additional support for students in our applied science courses, including Greenhouse and Natural Resource Management. With a second adult assigned to these classes, we can increase enrollment and provide more hands-on experiences for students.	1:15
Expanded Educational Opportunities - A Recess Monitor was hired at the middle school. This additional supervision guaranteed that all students have the opportunity to participate in daily recess. This activity takes place outside whenever the weather permits. This time of unstructured play is essential to student physical and emotional well-being. The additional staff also allows the middle school to offer tiered levels of support during student study halls. For example, some students are assigned to a smaller guided study hall where an adult will help them with critical executive functional skills to help them succeed academically.	1:15
Supporting Students of Color - Two staff members from each school were appointed Equity Leaders. Interested staff members were invited to apply, and the building principal made recommendations to the Board of Education. Each Equity Leader is paid an annual stipend. The District will pay the stipend for one Equity Leader from each school, and the Potsdam Teacher Center will pay the stipend for the second Equity Leader from each school. Equity Leaders will examine data, set goals, and develop strategies to promote diversity; prevent discrimination; and assure equitable access to high quality educational staff, facilities, and materials to maximize student achievement for all students	6:1300
Culturally Responsive Teaching - In conjunction with our Diversity, Equity, and Inclusion initiative, staff examined their current curricular materials to ensure they are creating "windows, mirrors, and sliding glass doors" for all students. At the elementary school, a team of teachers that included a representative from each grade level dove into the NYS Social Studies framework and developed activities which allow our students to see themselves reflected in curricula materials and allow them to	120:1300

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<p>see into the lives of others. Consultant and former teacher Jennifer Hesseltine worked with this group for some or all of their time together. Funds were budgeted for the consultant/facilitator's fees as well as the contractual stipends for the teachers completing the curriculum work.</p>	
<p>Professional Learnign Communities - At the elementary school, a Recess Monitor was hired in order to provide classroom teachers with a daily grade level common planning time. This allows teachers the time they need to collaborate, review student data, and ensure that they are providing equitable learning experiences across classrooms.</p>	1:20
<p>Professional Development - For the last several years, we have offered an in-house "Unconference" on our staff development days. We budgeted to send teams of teachers to National Conferences such as ASCD, Model Schools, and ISTE with the expectation that participants will return to offer one or more workshops for colleagues on a staff development day. In addition, we provided training for our threat assessment team, the Behavior Intervention Team. Because this group includes members who have been through expensive prior training as well as some newer members, a customized learning plan was developed for each member that included asynchronous and synchronous modules. The group also participated in a facilitated tabletop exercise.</p>	120:1300
<p>Leadership Coaching - According to the NYS Education Department, "Leadership is second only to teaching among school related factors as an influence on learning." Effective principal in-service should include high-quality mentoring and coaching. Beginning in the summer of 2020, the superintendent and instructional administrators participated in the Leadership Coaching Program available through the New York State Council of School Superintendents. Through this program, each administrator was assigned a coach, who met with the administrator once or twice a month for an hour to an hour and fifteen minutes. Coaches listen, ask focused questions, reflect, challenge, acknowledge and support the administrative team members. They encourage intentional thought and behavioral change; challenge the administrator's thinking; and show how the seemingly impossible is possible. The coaches created the right amount of tension into the coaching process to cause the administrator to act and make positive change. The coach also serves as a resource, sounding board, and ally in the administrator's professional and personal growth.</p>	10:1300
<p>Educational Technology -                      In 2016, the district submitted a plan for the use of \$1,315,137 allocated through the Smart Schools Bond Act. This included plans to upgrade our then current wireless network to accommodate an additional 1500 devices and ensure that all instructional spaces have adequate and reliable access to support a media-rich 1:1 computing environment. This required the purchase of a new wireless controller, backup wireless controller, addition of and replacement of switches, and additional wireless access points. In addition, the plan allocated a substantial amount of funds to purchase interactive whiteboards for each classroom, a number of desktop computers, some tablet computers, and a laptop computer for each student in grades Kindergarten through Grade 12.                      In order to make our technology plan sustainable, we planned to slowly increase the amount of technology funding in the general fund budget. In that way, purchases could be replaced on a regular schedule and our staff and students would always have the technology they needed. In order to stretch out the Smart Schools Bond Act funding for a few more years, the district used some of the ARPA funds to purchase replacement interactive whiteboards for classrooms, per our established replacement schedule. The district will continue to also purchase technology from the general fund during this time. After the ARPA funding is exhausted, we will use the remainder of the Smart Schools Fund. At the end of that period, technology purchases will be funded entirely through the general fund.</p>	1:1
<p><b>Academic Intervention Services</b>                      We recognize that we will see an increased need in the area of academic intervention services as students return to full in-person learning five days a week beginning in the fall of 2021. Students have suffered a loss of instructional time and will have academic achievement gaps that will need to be</p>	1:20

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<p>addressed. In response, the district hired a .5 FTE certified Reading Specialist for the elementary school. The teacher provided small group academic intervention services to elementary students who are not reading on grade level. This staff was in addition to the three reading teachers currently working at Lawrence Avenue Elementary, which allowed us to provide small groups and a higher level of intervention. That is, more students received services from a certified reading specialist rather than a teacher assistant. Interventionists used research-based strategies and, beginning this year, classroom teachers used a program called 95 Phonics Core Program to supplement the strategies already in use. Professional development and coaching were provided so that the research-proven effective program will be implemented with integrity. Over the course of the year, all students will take the iReady assessment three times, and this data was used to determine what tier of intervention the student should be receiving as well as specific areas of strengths and needs. Having this level of data allowed the interventionists to maximize the instructional time they have with students. We anticipate a retirement in this tenure area so, at the end of the grant period, we would return to current staffing levels.</p> <p>At the high school, we added a full-time English Teacher and a full-time Math Teacher. We recognize that students may have skill gaps as a result of the loss of instructional time from March 2020-June 2021. Therefore, Math and English Language Arts labs have been built into the master schedule and will be tied to specific courses (i.e. Algebra IA) to allow the teacher to focus on re-teaching skills or accelerating learning by introducing concepts before it is introduced by the classroom teacher. We do anticipate retirements in these two academic departments at some point during the grant period. At that time, the retiree would not be replaced so as to not create a recurrent cost for the district.</p> <p>In addition, in order to serve all students who will require this academic support, we hired additional staff, including five Teacher Assistants at the elementary school and one additional Teacher Assistant at the middle school. This allowed all students to receive the appropriate level of intervention, keeping the group size optimal.</p>	
<p><b>Summer School</b></p> <p>In recognition of the extended period of lost instructional time, we are planning to offer Summer School for students at every grade level K-12. At the elementary school, we plan to hire one general education teacher, one special education teacher and one paraprofessional for each grade level (PreK-4). During the summer of 2021, the elementary summer program will run for six consecutive weeks, 3 hours a day, 3 days a week for a total of 54 hours of instruction. This model is necessary in order to recruit sufficient staff for the program. It is hoped in subsequent years, the number of days and hours can be increased. This program will serve district students with Individual Educational Plans (IEPs) who have noted regression as well as students currently receiving Tier 2 or Tier 3 academic intervention services. The focus will be on reading, writing and math as we look to teach scaffolds to master upcoming grade level curriculum.</p> <p>At the middle school, we will provide summer school for students in grades 5-8 who have not met standards in coursework during the 2020-2021 school year. This program would run for six weeks, four days a week, 3 hours a day, for a total of 72 hours of instruction. During the first four weeks, the focus would be traditional summer course work. However, during the final two weeks. The focus will be on preparing students for the upcoming school year. A total of 10 classroom teachers and 2 teacher assistants would provide instruction for students in grades 5, 6, and 7. 8th grade students would participate in the high school summer school program.</p> <p>At the high school, we will offer a traditional summer school program for both credit recovery and credit accrual, though this will be funded, as always, through the general fund.</p>	1:10
<p><b>Afterschool Programming</b></p> <p>We plan to provide programming for elementary and middle school students in order to extend their school day. At the middle school, one classroom teacher at each grade level (5-8) will stay after school</p>	1:10

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for one hour Monday-Thursday to assist students with homework completion, organizational skills, test preparation, project work, etc. Similarly, elementary teachers will be available before and after school to assist students in this way. In addition, the current <b>AAK Student Mentoring Program</b> will be expanded. This program provides tutoring as well as enrichment experiences to students in grades 5-8. It operates four days a week now, but we plan to hire additional staff, including a co-coordinator and a teacher, to expand the program to four days a week.	

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Elementary and Middle School Summer School	93,600
Instructional Technology Specialist	102,351
.5 FTE Reading Teacher	37,828
High School English Teacher	101,100
High School Math Teacher	100,000
Afterschool Programming - Elementary and Middle School	212,848
Building Equity Leaders Stipends	23,492

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5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	1,178,297	1,066,704	1,089,017
Purchasing educational technology.	111,717	50,000	50,000
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.	173,112	163,222	163,661
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	51,659	74,212	74,132
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>1,514,785</b>	<b>1,354,138</b>	<b>1,376,810</b>

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**6. If 'Other' is indicated in the table above, please describe.**

(No Response)