

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.

1a. Please provide a summary of those changes and the need informing those changes.

The overall plan and scope for the ARP ESSER use of the funds did not change. The salaries and benefit allocation changed due to a position being filled after grant application was completed and Teachers, Teacher Aides or Teacher Assistants going out on sick leave or leaving district. One teacher included in the grant was in a differnt grant therefore had to be replace in this grant. The replacement teacher was a lower salary so funds got allocated differently. The new salaries included in the Districts' ARP grant were different causing the allocation between Salary and Benefits being utilizdd to change.

	15 - Professional Salaries	16- Support Staff Services	Benefits
Application	\$437,071	\$188,959	\$391,680
Adjusted Allocation	\$418,131	\$230,688	\$368,890
	\$18,940	\$41,729	\$22,790

1% ARP Summer Learning and Enrichment - No change at this point.

1% ARP Comprehensive After School - No change at this point

5% ARP - Addressing the Impact of Lost Instructional Time - No change at this point

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

The overall plan and scope for the ARP ESSER use of the funds did not change so a new public comment period was not conducted. I will provide what was posted in the application.

The Morrisville-Eaton CSD ARP ESSER plan was originally developed by the Morrisville-Eaton CSD Administrative Team, consisting of the Superintendent of Schools, the School Business Administrator, the Morrisville-Eaton CSD Middle School/High School Principal, and the Morrisville-Eaton CSD Elementary School Principal. The Morrisville-Eaton CSD Elementary School Principal also chairs the District's Committee on Special Education and is the Director of Special Education. The plan was presented to the Board of Education during their June 15th meeting. The original Morrisville-Eaton CSD APR ESSER plan was shared on the District website. The Superintendent of Schools e-mailed a letter to families and posted the letter on the District website discussing the funds and the potential plan also soliciting feedback from the community members and staff through a Thought Exchange link that was open for 2 weeks. Community members were encouraged to post questions/feedback to the District Thought Exchange.

August 9, 2021 – September 7, 2021 Thought Exchange: “What are important factors the District should consider as it finalizes plans to reopen school in the Fall of 2021?”

August 11, 2021 Virtual Parent Night to present the starting point for the 21-22 Reopening Plan. The Superintendent talked about the protocols for the start of school and the possibilities of the Federal Relief Funds. Opportunity for sharing suggestions was made available to participants.

August 11, 2021 – September 7, 2021 Parent/Community Thought Exchange: “What are important factors the District should consider as it finalizes plans to reopen school in the Fall of 2021?” There were 56 participants in this exchange relating to return to school protocols.

August 12, 2021 Thought Exchange to collect input from school community stakeholders related to the appropriation of new federal funds. Specifically, the community was asked: “What should the district consider as it prepares the allocation of federal funds to support learning loss and social emotional supports for students?” and encouraged to provide responses through September 7, 2021. There were 25 participants in the Federal Funds exchange.

In addition to these community events, recommendations are regularly presented to the school board for consideration, discussion and approval. Specifically, in June, July, and August 2021, suggestions of possible uses for ARP were presented to the Board and discussed. Stakeholders engaged and collaborated with would have been BOE members and any community members that chose to attend and engage.

When the District learned of the opportunities available through ARP funding, public input was secured through the highlighted elements above, while the Board remained informed on recommendations.

The Morrisville-Eaton Central School district supported and continues to support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that support student success. The district does this through virtual parent nights, virtual and in-person parent-teacher conferences, virtual open houses and back-to-school nights to give parents an opportunity to transition their children back to in-person learning. Presentations to the parent/teacher organization, Board of Education, and other community groups. Responding to e-mail and telephone inquiries. Subscribing to Care Solace (caresolace.org) which helps to lift the burden of mental health care and coordination to outside mental health supports. Partnering with the Madison County School Services Department to connect students and families to services to engage them, keep them in school, and improve attendance. The district also sends out monthly newsletters, parent letters, and additional updates through the website and social media accounts.

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 (# : #)
Teacher Aide - Elementary provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children.	30 : 3
Teacher Aide - Special Ed. provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed	5 : 1

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Program Goals	Per Pupil Teacher Ratios (# : #)
for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	
Two Teacher Aides - Literacy 1st provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	10 : 2
Teacher Aide - Literacy 2nd Literacy 1st provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	5 : 1
Teacher - Elementary Special Education Teacher (Consultant Teacher Direct & Resource Room) provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	18 : 1
Teacher AIS Elementary (ELA & Math) provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	25 : 1
Teacher Assistant - AIS (ELA & Math) provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	25 : 1
Admin / Non-Instructional - 1% - Summer Learning Enrichment - BOCES Summer School/Summer Leap held in building Middle /High School Support Staff - provided administrative assistance to the admin team responsible for oversight of the summer enrichment program that is run to minimize the "summer slide." Middle/High School Principal - Administered systems intended to close the learning gaps and support students with social-emotional learning needs.	560:1
Admin / Non-Instructional - 1% - Summer Learning Enrichment - BOCES Summer School/Summer LEAP held in building - Elementary Support Staff - provided services to students during the summer enrichment program that is run to minimize the "summer slide." Elementary Principal - Administered systems intended to close the learning gaps and support students with social-emotional learning needs.	100:8
1 % - Comprehensive After School	283:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>High School Teacher - Assist with morning show - A newly developed before/after school program was created to provide Middle/High students relevant, hands-on learning in public broadcasting. This program provided a daily message of positivity to all students along with school information announcements. Participants had even a deeper level of learning through public speaking and social development.</p>	
<p>1 % - Comprehensive After School A STEM Trip to Ohio will provide educators exposure to the needs of manufacturing in the Northeast so curriculum can be aligned to the industry needs and industry standards.</p>	283:5
<p>1 % - Comprehensive After School After School Tutoring - Tutoring was provided to students who were struggling with their academics which led to higher than normal passing rates. Colgate Tutoring/Home work assistance - Students from Colgate University were overseen by instructional staff members as the university students delivered tutoring services to students in need before and after school.</p>	283:2
<p>1 % - Comprehensive After School School Elementary musical Stipend - An after school club was created to provide students an opportunity to participate in a social-emotional learning function that resulted in a spring production.</p>	50:1
<p>1 % - Comprehensive After School After School Tech Courses, Google Career Certificates - In order to give students academic enrichment opportunities before and after school, the district consulted with Google to establish a career certificate opportunity for students. 10th and 11th graders were able to take part in authentic learning that leads them to career pathways and a career certificate in high-demand career fields.</p>	96:2
<p>1 % - Comprehensive After School Art club/STEAM Stipend - In order to give students academic enrichment opportunities and enhanced socialization opportunities before and after school, the district created an art club and STEAM club that gave children the opportunity to explore engineering, electronics, robotics, art, physics and chemistry. This exposure increases student interest and participation in science, technology, engineering, art, and math.</p>	30:1
<p>5% Learning Loss English /AIS - provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.</p>	20:1
<p>5% Learning Loss Teaching Assistant Elementary - provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.</p>	28 : 1
<p>5% Learning Loss Provide increased support for addressing the social, emotional, and mental health needs of students. The District will pay for the salary expenses for a .80 FTE High School Guidance Counselor for 2021-22,</p>	150:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
22-23 and 23-24. This position has been needed to spend a large part of their time with a select group of students that have a strong need for social emotional support.	
The Kelberman Center (Social Emotional) - The Kelberman Center is the leading provider of autism services for children, adults and families in the Mohawk Valley and Central New York. These services will enable the District to address learning loss and social emotional needs in this select group of students.	5 : 1
5% Learning Loss The district will pay for a portion of the salary, .40 FTE, for the Computer Service Tech Support Specialist for 2021-22, 2022-23 and 2023. Under ESSER, other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. This person will provide additional support for remote learners and teachers. This support will include setting appointments for collection/distribution of Chromebooks, repairing systems, sending equipment out for repair, and assisting users with technical needs. The position will enable the district to address learning loss, maintain operation and assist with the high need for tech support. This will free up funds to allow the District to contract through BOCES for an additional tech service position. This position will be a new position depending on needs for 2021-22, 2022-23 and 2023-24.	560:1
Teacher Aide - MS/HS - provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	5:1
Teacher Aide - Special Ed - provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	5:1
1 % - Comprehensive After School School Play/Musical stipend - An after school club was offered to provide students an opportunity to participate in a social-emotional learning function that resulted in two productions one in the fall, and the other in the spring. School Musical stipend accompanist - An after school club was offered to provide students an opportunity to participate in a social-emotional learning function that resulted in a spring production.	50:1
Music Teacher teaches music classes before and after the school day. This learning opportunity provided our 4th and 5th graders the opportunity to participate in a social-emotional development activity which led to choral and instrumental performances. 98% of our 4th graders joined music for the first time as a result of this offering.	90:1
Care Solace (Social Emotional) - Care Solace is a social emotional support services company. The services of Care Solace seamlessly integrate with all types of institutions & support models. Their services expand on existing campus resources and health center services, they offer a bridge to community providers, and they provide wrap around support for remote environments.	560:1

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

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Summer School BOCES program held at the Morrisville-Eaton Middle/High School 21-22 Summer - Middle/High Principal and Secretary	35,094.22
Summer School LEAP Program held at the Morrisville-Eaton Elementary School 21-22 Summer - Elementary Principal and Secretary	
Band, Music Teacher High School Assist with morning show Librarian Assisting with morning show.	10,005.32
After School Tutoring - Colgate Tutoring/Home work assistance	6,074.83
School Musical stipend School Musical stipend accompanist School Elementary musical Stipend 20% Music Teacher Salary teaches before school each day	20,311.59
After School Tech Courses, stipend Google Career Certificates -	1,500
Art club/STEAM Stipend	1,355
Teaching Assistant Elementary - Learning Loss	20,769.45
Provide increased support for addressing the social, emotional, and mental health needs of students. The District will pay for the salary expenses for a .80 FTE High School Guidance Counselor for 2021-22, 22-23 and 23-24. Benefits will also be paid. This position has been needed to spend a large part of their time with a select group of students that have a strong need for social emotional support.	60,255
The district will pay for a portion of the salary and benefits for a, .40 FTE, for the Computer Service Tech Support Specialist	39,331
English /AIS Salary and Benefits 1 FTE	81,678
Care Solace (Social Emotional) - Care Solace is a social emotional support services company. The services of Care Solace seamlessly integrate with all types of institutions & support models. Their services expand on existing campus resources and health center services, they offer a bridge to community providers, and they provide wrap around support for remote environments.	1,400
ARP ESSER 3 Learning loss kept 3 aides Teacher Aide - Special Ed, Teacher Aide - MS/HS, and Teacher Aide - Elementary 1.0 FTE	65,097
Teacher Aide - Special Ed. 1 FTE	17,169
Teacher - Special Ed. 1 FTE	56,190
Teacher AIS Elementary 1 FTE	80,614
Teacher Assistant - AIS 1 FTE	55,527

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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

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Operating schools and meeting the needs of students.	442,098	480,182	597,564
Purchasing educational technology.	0	0	0
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.	0	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	71,655	74,609	76,949
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	84,626	84,626	84,627
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	598,379	639,417	759,140

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

(No Response)