

**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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ARP Spending Plan Reporting

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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.**

We initially created a “check-in” process for teachers to meet with students outside of the school day to combat the effects of quarantining due to COVID-19. Funds were set aside to provide additional stipends to teachers to support students' academic and social-emotional wellness through the “check-in process.” With COVID declining and a return to typical schooling, we did not need to utilize all of the funds for the “check-ins.” Through universal screening and benchmark testing, we noted significant learning loss; therefore, funds were reallocated to purchase remediation materials and programming to support multi-tiered systems of support.

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

Public comment focused on four main areas. The first was the return to typical school events. The public vocalized the need to participate in typical school activities and for families and community members to be able to participate, as well. Secondly, survey data indicated that families were concerned about the health and safety of their students and wanted assurance that the district was vigilant in keeping schools safe. Thirdly, and linked with the above-mentioned themes, feedback noted that students struggled socially and there was a need for additional support for students' social-emotional health and mental well-being. The fourth area of concern centered around academic gains and learning loss. Families and staff members indicated the need for additional academic support for students who were unable to engage virtually and then also upon the return to in-person schooling.

**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 (# : #)
COVID Support Teachers – To mitigate the effects of COVID-19 (ie. spacing concerns, learning loss, staff absences, remote learning, etc), Ravena-Coeymans-Selkirk (RCS) Central School District created 5 COVID Support teacher positions. This allowed for one additional teacher per building and one who specifically supported students with disabilities.	1:20
Instructional Check-In & Student Academic Tutorial – To mitigate the effects of COVID-19 on learning and Social-Emotional Health for students, RCS created an afterschool “check-in” with students who were absent due to COVID-19. For Instructional Check-ins, teachers would receive an additional stipend for meeting virtually with students to review missed academics and to maintain positive relationships with students. For Academic Tutorials, students were able to meet in-person to receive academic support and build connections with teachers and peers.	1:15
Curriculum Revisions & Modifications – Teachers were provided stipends to meet outside of the school day to work on embedding interventions, prioritize learning standards, and create “spiral” of learning standards to address learning loss and remediation.	1:20
Summer Programming - RCS created summer enrichment “camp” programming for students in grades 1-8 and credit recovery programs for students in grades 9-12. These programs included transportation in order to ensure equity for students who needed the learning opportunities to mitigate learning loss due to COVID.	1:15
Afterschool Programming - RCS has revised current club and extracurricular activities to include engaging themes around STEAM, Arts, and sports. These programs will support the mitigation of learning loss and support the SEH of students. Clubs support student-leadership, as well, requiring students take an active role, such as treasurer, secretary, etc.	1:10

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Program Goals	Per Pupil Teacher Ratios (# : #)
The mitigation of COVID effects required the support of additional nursing, clerical staff, and aides. The frequent communication to families, the effort in tracing COVID cases, the management of student work while on quarantine, the support in needed spacing regulations, etc., required these additional efforts.	1:1
Additional support for student social-emotional needs included the addition of a social worker and training in Therapeutic Crisis Intervention for Schools (TCIS) training. Realizing that students have faced additional stressors and trauma due to COVID, these supports are to help mitigate those effects.	1:1

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

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
The addition of COVID Support Teachers was new to RCS. The support around staff absences and to support learning loss intervention is crucial.	1,135,412
Instructional Check-Ins were new to RCS. This program was created to mitigate the effects of COVID-19 on learning and to support Social-Emotional Health for students. Teachers meet virtually with students to review missed academics and to maintain positive relationships with students.	566,812
Summer Programming - RCS modified past summer programming to create summer enrichment "camps" for students in grades 1-8 and credit recovery programs for students in grades 9-12. These programs included transportation in order to ensure equity for students who needed the learning opportunities to mitigate learning loss due to COVID.	420,388
Additional support for student social-emotional needs included the addition of a social worker and training in Therapeutic Crisis Intervention for Schools (TCIS) training is an expansion of RCS' current supports. We continue to realize that students have faced additional stressors and trauma due to COVID and have seen an increase of behaviors due to such stressors and trauma.	227,336
The expansion of health and safety services for RCS included staff support for COVID Mitigation. The mitigation of COVID effects required the support of additional nursing, clerical staff, and aides. The frequent communication to families, the effort in tracing COVID cases, the management of student work while on quarantine, the support in needed spacing regulations, etc., required these additional efforts.	263,020

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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.	88,872	131,510	42,638
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
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.	773,982	1,063,124	0
Implementing evidence-based strategies to			

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
meet students' social, emotional, mental health, and academic needs.	54,400	113,668	59,268
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	20,700	326,489	191,349
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>937,954</b>	<b>1,634,791</b>	<b>293,255</b>

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

(No Response)