

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.

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

This is not applicable since we have not updated our plan.

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 (# : #)
To impact learning loss due to the pandemic for students who are low income, of color, have disabilities, ELL, and those experiencing homelessness, we hired an additional special education teacher to work with teachers and all students to scaffold instruction and modify lesson plans so they addressed the learning loss.	1:100
To return outreach to students to return to school to finish their high school education. Our students are older than students in a traditional school (16-21) so during the pandemic many of them found jobs and are now reluctant to return to school. We hired an ACT-style Outreach Team to move into the community and find these students. They are tasked with meeting with parents and if the student can not/will not return to school, devise a plan for advancement.	2.4:165
To ensure that our teachers were equipped to deal with students who were returning to school, the majority of whom had been doing remote instruction for the last year. The social emotional toll on these students would be great and there was a need to redesign programming and instruction to fully engage all students. A series of professional developments were held to help teachers work through this.	27:500
To combat learning loss by constructing a teaching culinary kitchen which will integrate the core content areas in the academic areas through NDCHS II's Internship Program. By expanding our Internship offerings in this way, we will reengage students in their learning who have dropped out of school due to COVID.	1:60

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 (\$)
During the 21-22 school year we hired an additional special education teacher to support general education teachers to revise and rescaffold lesson plans for all students regardless of IEP status. We also started an ACT-style outreach team which goes into the community, meets with students/parents of those not returning to school. In the event the student does not wish to return to school, the Team works with the family to identify other ways the student can advance into adulthood. Our students are much older, so they cannot be forced to return to school. The Team's work is to figure out what is next for the 19 year old sophomore who would rather work than return to school. We also had a very large professional development series preparing teachers for students who will be struggling not only with learning loss, but with a variety of social-emotional problems.	194318

American Rescue Plan (ARP) Spending Plan Reporting

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.

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	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.	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.	181,318	170,438	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	13,000	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	530,725	0
Totals:	194,318	701,163	0

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

We are using this funding to reconfigure our current space to include a room for intervention for use to overcome learning loss from the September 2020-June 2021 school year. We have no space for any physical activity, so we had planned to convert our computer lab into a physical education space. However, with students coming back we need the computer room for intervention programs such as READ 180 and Math 180 (both funded through Title monies), but it is also very important that students have space for physical education. We have an empty room on the roof (the elevator leads to the roof so is ADA compliant) that can be converted to a physical education space and classroom. We also need to install pavers on the roof so that this space can be used for our outside space for PE classes.

There is no doubt that we need the room for the added interventions we have for students returning after 18 months of remote or hybrid instruction. But just as important, we need the stand-alone classroom for PE classes, as well as the roof space. By freeing up space in the building, we can develop our purely academic interventions. PE is just as important. Physical education has been shown to impact the development of both academic and social skills by increasing oxygen flow, brain neurotransmitters, and neurotrophins which impact the brain's ability for higher learning.[1] Studies have shown that PE results in higher academic test scores. The CDC conducted a meta-analysis of 50 research studies (56% were on secondary schools) on the impact of physical education on academic performance and found that physical activity was positively related to academic achievement, academic behaviors, and indicators of cognitive skills such as concentration, memory, self-esteem, and verbal skills. 86% of the studies found at least one positive outcome.[2]

Further, the outdoor space would provide the Science classes with the necessary space they need for the weather station and greenhouse for horticulture. These activities will also provide support for learning loss since it was very difficult teaching these things virtually. Research has shown that many students need tactile activities (kinesthetic learning) for a strong connection with learning.[3]

These results show the importance of physical activity on academic performance, as well as increased opportunities for kinesthetic learning, both of which will help combat learning loss.

[1] Taken from <https://blog.schoolspecialty.com/physical-activity-affect-academic-performance/>

[2] Taken from https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

[3] Gadt-Johnson, CD & Price, Gary E. (2000). Comparing students with high and low preferences for tactile learning, Education, Spring, Vol. 120 Issue, 3, p. 581.