

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

Page Last Modified: 06/23/2022

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.

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

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.

Throughout our Pandemic response, our district held numerous town halls, sent numerous surveys, and had frequent communication with stakeholder groups and individuals such as our PTO's, District Safety Committee, and community civic organizations such as the Lions Club. Public comment on ARP and ESSER funding specifically came in the form of a Thought Exchange and Town Hall meeting occurring over the summer/fall of 2021. The district conducted the Thought Exchange from July 27th, 2021 to August 31st, 2021 and held a town hall meeting on August 9th, 2021 to gather public input on how the district should consider using the funds.

The Thought Exchange had 548 participants with over 14,000 interactions. We asked our community to respond to the following prompt: *What ideas do you have on how we should consider utilizing federal stimulus funds to in order to best support the physical, academic, social-emotional, and/or mental health needs of our students.*

We would like your input on how we should utilize the federal stimulus funds allocated to the district in order to best support the physical, academic, social-emotional, and/or mental health needs of our students. It is anticipated that Mahopac Central School District will receive close to \$5.7 million dollars in combined stimulus funds to spend over the next three years, with specific legislation dictating the allowable expenditures. Here are some considerations:

- Addressing lost instructional among students
- Planning and implementing supplemental before and after school programs
- Providing mental health services and supports
- Developing and implementing procedures and systems to improve the preparedness and response efforts of school districts
- Purchasing educational technology
- School facility repairs and improvements
- Specifics on allowable expenditures can be found here: https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf

Analysis of the submitted thought exchange data and public input from the town hall resulted in the following top suggestions:

- Upgrading of HVAC
- Implementation of Personal Finance Classes at the secondary level
- Offering students after school clubs to participate in new interests and to meet new friends would help students social and emotional growth
- Programs that offer a broader experience to different areas of interest to better prepare them for college/potential career exposure
- Offering more reading and math enrichment programs
- In person extra help
- Outdoor activities for all. Kids have become too comfortable sitting inside
- The playgrounds at the elementary schools are falling apart. Fulmar roads playground has been falling apart and a safety hazard
- Improve science and technology labs, arts, music and sports

The Thought Exchange can be accessed here: my.thoughtexchange.com/scroll/801876050

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 (# : #)
<p><u>Expanded Mahopac High School Expanded STEP</u></p> <ul style="list-style-type: none"> • STEP is a secondary student support program that acts as a TIER II intervention for students in need of academic assistance. Teachers in STEP must have experience in pre-test, post-test, content specific and skills support. Traditionally, STEP provides support for students who have been referred by administrators, parents or counselors for skill deficiency, content support, out-of-school suspension, tutoring and in special cases, and in rare instances, credit acquisition. Given the unique circumstances students have endured during the past few academic years STEP during the 2021/2022 academic year will look to provide additional support for all students without the previous 	<p>15 students : 1 Teacher</p>

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>requirement to be recommended to the program. Additionally in previous years, STEP addressed mostly core classes, expanded STEP will address all classes where students need extra help. Teachers must be certified or highly qualified in the content area in order to support credit acquisition.</p> <ul style="list-style-type: none"> Sections of STEP are opened as needs arise and when there are more than 15 students to a teacher a new section is opened. 	
<ul style="list-style-type: none"> <u>Expanded MS Extra Help/Homework/Learning Center</u> Extra help will be expanded to support students in core classes. Additionally the homework/learning center will be offered to answer questions regarding homework/schoolwork. 	15 students : 1 Teacher
<ul style="list-style-type: none"> <u>K-8 Learning Essentials, Advancing Progress (LEAP) Summer Program</u> Recognizing the impact the global pandemic has had on our students' academic progress and social emotional development, the district has begun to explore the possibilities of implementing voluntary summer programs to help students. We are planning to create a program where students engage in various learning blocks focused on <ul style="list-style-type: none"> Social Emotional Learning/Wellness Academic Skill Development and Curricular Reinforcement, and STEAM/Project Based Learning experiences Instruction will take place around social emotional learning, wellness activities, literacy instruction and STEAM based project learning. The focus of this program is to help continue to support our students with connecting to our school community, their academics, and each other. Opportunities for students to learn through "no and/or low tech" learning experiences will be provided in this program. 	10 Students : 1 Teacher
<p><u>9-12 Credit Recovery Summer Program</u></p> <ul style="list-style-type: none"> Recognizing the impact the global pandemic has had on our students' academic progress and social emotional development, the district has begun to explore the possibilities of implementing a voluntary summer program to help our 9th-12th grade students who may have lost credit due to not passing certain academic courses. This is a program where students can make up academic credit towards graduation requirements and receive support as they seek to make up that credit. Students make up a class(es) through an online, self-paced program called Educere. This program will allow students to make up course(es) in a credit recovery format specific to our Mahopac curriculum. We are aware that some students may have struggled with an online academic environment. After considering staffing and logistical challenges for a 9-12 in person program, we decided on utilizing Educere due to the support that it provides students. The district creates opportunities for onsite in-person support as students are completing their Educere courses. The District assigns students an academic coach (a MCSD teacher) who supports students as they progress through the Educere course(s). A school counselor and school clinician are also available to support students. These staff members will provide support and guidance on topics such as organization, dealing with anxiety, developing and utilizing effective behavioral/academic habits, and other social emotional aspects associated with learning. 	5 Students:1 Teacher

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 (\$)
<ul style="list-style-type: none"> <u>Continuation of 9-12 Credit Recovery Summer Program-Expansion to Middle School of Program</u> Recognizing the impact the global pandemic has had on our students' academic progress and social emotional development, the district has begun to explore the possibilities of implementing a voluntary summer program to help our 9th-12th grade students who may have lost credit due to not passing certain academic courses. This is a program where students can make up academic credit towards 	29632

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

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<p>MSCS Instrucitonal Support for Students in Quarantine/Isolation: iTutor Daily Drop In Support: 1 hour window of school work help provided by iTutor during the school day.(See schedule below)</p> <p><u>iTutor Daily Drop In Help-</u></p> <table border="1" data-bbox="203 1360 1198 1906"> <thead> <tr> <th data-bbox="203 1367 532 1409"><u>Grade</u></th> <th data-bbox="532 1367 857 1409"><u>Hours/Subject</u></th> <th data-bbox="857 1367 1198 1409"><u>Time Window for Students to Access Meet</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="203 1451 532 1503">K-2</td> <td data-bbox="532 1440 857 1503">1 Hour/Elementary General Help/Office Hours (Morning)</td> <td data-bbox="857 1451 1198 1503">9:00 am - 10:00 am</td> </tr> <tr> <td data-bbox="203 1535 532 1587">3-5</td> <td data-bbox="532 1524 857 1587">1 Hour/Elementary General Help/Office Hours (Morning)</td> <td data-bbox="857 1535 1198 1587">10:00 am - 11:00 am</td> </tr> <tr> <td data-bbox="203 1619 532 1671">6-8</td> <td data-bbox="532 1608 857 1671">1 Hour- Alternating every day: Math/Science or ELA/SS</td> <td data-bbox="857 1619 1198 1671"></td> </tr> <tr> <td data-bbox="203 1703 532 1755">9-12</td> <td data-bbox="532 1692 857 1755">1 Hour Rotating Certification areas but all can support drop ins</td> <td data-bbox="857 1703 1198 1755"></td> </tr> <tr> <td data-bbox="203 1787 532 1839">K-2</td> <td data-bbox="532 1776 857 1839">1 Hour/Elementary General Help/Office Hours (Afternoon)</td> <td data-bbox="857 1787 1198 1839"></td> </tr> <tr> <td data-bbox="203 1871 532 1923">3-5</td> <td data-bbox="532 1860 857 1923">1 Hour/Elementary General Help/Office Hours (Afternoon)</td> <td data-bbox="857 1871 1198 1923">1:00 pm - 2:00 pm</td> </tr> </tbody> </table>	<u>Grade</u>	<u>Hours/Subject</u>	<u>Time Window for Students to Access Meet</u>	K-2	1 Hour/Elementary General Help/Office Hours (Morning)	9:00 am - 10:00 am	3-5	1 Hour/Elementary General Help/Office Hours (Morning)	10:00 am - 11:00 am	6-8	1 Hour- Alternating every day: Math/Science or ELA/SS		9-12	1 Hour Rotating Certification areas but all can support drop ins		K-2	1 Hour/Elementary General Help/Office Hours (Afternoon)		3-5	1 Hour/Elementary General Help/Office Hours (Afternoon)	1:00 pm - 2:00 pm	223774
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<p>District Covid Academy: The COVID Academy is reserved for students who miss school due to a mandated quarantine/isolation order due to a Positive COVID test or close contact exposure. A student</p>	311712																					

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

Summary of New Programs or Expansion of Existing Programs in Current Year						Investment (\$)
<p>must present an attestation form or quarantine order/isolation order from the Putnam County Department of health indicating such. Daily instruction by MCSD teachers from their grade level from their building through a regularly scheduled virtual meet, outside of the teacher contractual day, providing instructional support for up to 7 students at a time.</p> <p>After School Scheduled Tutoring - Staffed with MTA Members</p> <p>Middle School Format:</p> <ul style="list-style-type: none"> • 15 minute breaks in between each block. • Class sizes up to 15 • Students will receive total of 2 hours per core (and IEP Support if needed) and 1 hour of PE per week • Students taking Algebra I and Living Environment in grade 8 will push into sections for grade 9 						
Grade	Time	Monday	Tuesday	Wednesday	Thursday	
6	4-5p	English 6	Math 6	English 6	Math 6	
	5:15-6:15p	Social Studies 6	Science 6	Social Studies 6	Science 6	
	6:30-7:30p		XXXX		PE 6	
7	4-5p	Social Studies 7	Science 7	Social Studies 7	Science 7	
	5:15-6:15p	English 7	Math 7	English 7	Math 7	
	6:30-7:30p	World Language 7	XXXX	World Language 7	PE 7	
8	4-5p	English 8	Math 8 / Algebra I	English 8	Math 8 / Algebra I	
	5:15-6:15p	Social Studies 8	Science 8 / Living Env	Social Studies 8	Science 8 / Living Env	
	6:30-7:30p	World Language Level 1	XXXX	World Language Level 1	PE 8	
<p>High School Format:</p> <ul style="list-style-type: none"> • 15 minute breaks in between each block. • Due to acceleration in Math, Science and Language, we would need a teacher for each grade level as they fall on the same nights and times to support students that accelerate in certain subjects but not in all. • Class sizes up to 15 • Students will receive total of 2 hours per core (and IEP Support if needed) and 1 hour of PE per week 						
Grade	Time	Monday	Tuesday	Wednesday	Thursday	

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

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9	4-5p	English 9 R or H	Algebra I	English 9 R or H	Algebra I	
	5:15-6:15p	Global I R or H	Living Env	Global I R or H	Living Env	
	6:30-7:30p	World Language Level 1	PE 9/10	World Language Level 1	XXXX	
aaaa						
10	4-5p	Global II R or H	Geometry R or H	Global II R or H	Geometry R or H	
	5:15-6:15p	English 10 R or H	Earth Science R of H	English 10 R or H	Earth Science R of H	
	6:30-7:30p	World Language Level 2	PE 9/10	World Language Level 2	XXXX	
aaa						
11	4-5p	English 11 R or H	Algebra II R or H	English 11 R or H	Algebra II R or H	
	5:15-6:15p	US History R or H	Chemistry R or H	US History R or H	Chemistry R or H	
	6:30-7:30p	World Language Level 3	XXXX	World Language Level 3	PE 9/11-12	
aaaaa						
12	4-5p	ECO PIG	XXXX	ECO PIG	XXXX	
	5:15-6:15p	ENG LIT SEM 2 OFFER	Physics R or H	ENG LIT SEM 2 OFFER	Physics R or H	
	6:30-7:30p		XXXX		PE 9/11-12	

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.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	318,128	116,872	53,500
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	50,000	0	0
Addressing the impacts of the COVID-19	16,428	7,386	7,386

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
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.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	14,000	3,500	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	452,569	499,112	493,214
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	851,125	626,870	554,100

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

(No Response)