

**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.**

The following changes were made to ur ARP- ESSER Plan:

1. We will no longer be purchasing the Fountas & Pinnell Guided Reading Program. We used these funds to purchase a new and updated Science curriculum for all grades.
2. We will no longer be using Ramapo Restorative Justice SEL program, instead our SEL curriculum will be further developed by our Social Worker with the help of our 2 Deans. These funds will be used elsewhere.
3. We will no longer be using ARP funding for our FY22 Summer Enrichment Program, as we have been awarded the Bloomberg Summer Boost Grant to cover these expenses.
4. Parent workshops have also been cut from the budget due to low participation throughout the school year. We will be sending out a survey to parents in the beginning of the new school year to detrmine how our teachers can better support them at home.
5. Any other changes were monetary values increased or decreased due to actual expenses made thus far.
6. We decided not to hire a part-time custodian, as the DOE provided us with a custodian for our floor in our co-located building. However, we did use funds to help with daily classroom and office sanitizing.
7. We did not use any funds for COVID testing of students or staff, the NYCDOE provided weekly testing for a percentage of students each week.

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

Based on quarterly faculty and staff meetings, leadership concluded that the school's Science curriculum needed to be updated. With this input we decided to use ARP funds to purchase Amplify Science as most NYC schools are using thsi curriculum.

After a couple of Restorative Justice Trainings with Ramapo, BCS decided that our SEL program needed to be catered more towards our school population rather than generalized program. Furthermore, we decided to have our Socail Worker and Dean continue to develop and expqand the SEL program each year as they work directly with our students, and will bebetter able to serve our students needs.

The FY22 In-Person Summer program is in session and we will continue to provide a sumer program.

Based on our mid-year teacher survey and low parent attendance we decided that the parent workshops come to an end. A parent survey will be going out in the beginning of FY23 to get input from our familes to see how we can support them to help their students at home.

**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><b>Academic Coaches</b></p> <p>The goal of the Academic Coaches (Literacy &amp; Math) is to support classroom teachers in mitigating learning loss by demonstrating a thorough knowledge of curriculum and subject matter in order to support colleagues with instruction and student learning. Instructional coaches provide personalized support to teachers based on their individual academic needs and most importantly the needs of the BCS students. Instructional coaches collaborate with teachers to create scope and sequences for vertical and horizontal alignment in ELA and Math, work with teachers to create lesson plans that prioritize teaching essential standards in order to ensure equitable access to content.</p> <p>Instructional coaches collaborate with teachers in order to create scope and sequences for vertical and horizontal alignment (across grade levels and grade teams) for the ELA &amp; Math curriculum being utilized. Instructional coaches work with teachers to create lesson plans that prioritize teaching essential standards in order to ensure equitable access to content. Instructional coaches facilitate mini-</p>	<p>N/A</p>

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>observation cycles and proactively plan Professional Learning Communities (PLCs) to share best teacher practices. Instructional coaches also assist school leadership with creating a data rich culture in order to assist teachers with instructional decisions in order to improve literacy, math &amp; culturally responsive practices. The impact on student-teacher ratio for this goal was minimal.</p>	
<p><b>Assistant Teachers</b>                      The goal of the Assistant Teachers at BCS is to further support our classrooms with mitigating learning loss by directly supporting the lead teacher in charge. Assistant Teachers at BCS reinforce lessons by tutoring individual students or by working with students in small groups. Assistant Teachers also plan lessons and activities in collaboration with the lead teacher to further support students with disabilities and English Language Learners. Assistant Teachers also ensure that all items needed for the classroom are in place to ensure a smooth flow of activities. Assistants also help promote orderliness and lead Social and Emotional Learning activities and ensure that all students are comfortable in the classroom. This position was extremely crucial post pandemic due to the amount of students who returned to school with significant learning gaps. The impact on student-teacher ratio averaged about 8 students to 1 teacher. This was a major plus for BCS as students were truly able to receive deliberate and prescribed support where there were academic deficits due to the pandemic.</p>	8:1
<p><b>Academic Intervention Specialist</b>                      The goal of the Academic Intervention Specialist (AIS) at BCS is to further support our students who fell at least two grade levels below or more due to the COVID-19 pandemic. Students were identified via our i-Ready diagnostic assessments in Reading and Math in the early fall. Based on these results, pull-out groups were created based on the specific needs of the students. There were no more than 5-8 students per group. Each pull-out group had prescribed lessons generated for instruction via i-Ready which were led by the Academic Intervention Specialist. The impact on student-teacher ratio was moderate because when students were pulled out of the classroom, the ratio of student-to-teacher in the classroom decreased and the same for the pull-out group.</p>	N/A

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 (\$)
<p>Our Academic Intervention Specialist for grades 3-5, was a new position that we included in our FY22 budget. Once students returned to school after the pandemic, we noticed that a large percentage of our students were 2-3 grade levels behind in both ELA and Math. The Academic Intervention Specialist worked with small groups based on their iReady assessments in the beginning and middle of year. The small groups were catered to the individual needs of students to focus on areas that they were struggling with.</p> <p>The K-2 SETTS &amp; Guided Reading teacher stipend is another program that we expanded in FY22. The stipend was created to assist the Academic Intervention Specialist with small groups. The teacher focused on our lower grade students, emphasis on students that were 2-3 levels behind in ELA and Math.</p>	56,403
<p>In addition to the above programs, we invested some of the ARP funds into a further development of our SEL curriculum. In the beginning of the pandemic while schools were doing remote learning our Social Worker proposed that our school community include SEL activities into the students day. The students were very passionate about the weekly activities and were very interested to share their stories and experiences. The teachers and staff were excited that so many students enjoyed the discussions. With that being said, in FY22 the Social Worker with the help of our two Dean of Students, they began to</p>	17500

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
create a SEL program that was used school wide daily at the start of the day.	

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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.	13,375	5,000	0
Maximizing in-person instruction time.	42,183	48,819	0
Operating schools and meeting the needs of students.	17,605	13,500	0
Purchasing educational technology.	107,326	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.	232,453	60,750	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	17,500	17,500	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	10,000	45,000	0
Supporting early childhood education.	0	0	0
Other (please describe below)	10,000	0	0
<b>Totals:</b>	<b>450,442</b>	<b>190,569</b>	<b>0</b>

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

We used \$10,000 to pay our Grant consultants to help with eth development o our school's ARP application and budget.