

**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.**

**Planning Group**

All of the planning for the ARP-ESSER funding flowed through the administrative team and Curriculum Council, comprised of teacher leaders, teacher collaborators, and administrators. Each of the intervention strategies/supplies/activities selected directly related to areas of need identified by, in part, a survey of the entire staff and review of student data.

**Review Team**

A subset of teachers, some teacher leaders, and staff form the review committee. Their task is to review the implementation and spending reports to prepare a Board report. This report is submitted twice during the year. In reviewing this report, staff has been approached for their impression of the initiatives and strategies put in place. The response has been very positive, with some helpful suggestions to develop the initial plans going forward.

**Parents**

The most positive input has come from parents able to enroll their children in full-day PreK for the first time. They have expressed gratitude for the growth they have seen in their children and the help this has directly offered their families. They also see that, with related services and electives available at an early age, their children are becoming prepared for their learning careers.

**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 (# : #)
Full-day pre-K: Adding a second PreK teacher and assigning them full-day to two classes doubled the amount of time and classes the school formerly offered. This year 20 students have been split (11,9) into two classes.	20:2
Academic Intervention and Professional Support: One additional Special Education teacher was hired for K-1 support. Assignment: small group work, one-on-one or small group reteaching.	50:1
Academic Intervention and Professional Support A .5 Art Teacher was added to the staff to address the social/emotional needs of students, increase electives in the Fine Arts, and add motivation for student engagement. Since staff is shared between the two schools, the ratio seems high. Class averages are generally low, between 15-20 to each class.	446:1
Academic Intervention and Professional Support New staff and new hires affiliated with the COVID-19 response grants required support from two sources: Rigor and Relevance introduction from the International Center for Leadership in Education, and an Instructional Coach to support the alignment and application of Next Generation Standards. Of the 30 total teachers, work was focused for the former to 6 teachers while the latter was spread through all 39 teachers.	39:1
Social and Emotional Support and School Attendance: In order to make the winter month P.E. activities more engaging and relevant to the northeast climate, Cross Country Skis and Showshoeing packs were purchased for the elementary students. Of the 171 students, these were best used by 2-5th grade students, a total of 101 students between 2 P.E. teachers.	101:2
Social and Emotional Support and School Attendance: In order to keep students excited about school in all seasons, the district purchased snowshoes and	10,245

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Program Goals	Per Pupil Teacher Ratios (# : #)
cross-country skis for elementary students. This one-time expense will offer ongoing benefit to students.	

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 (\$)
Full-day preK ARP-ESSER funds allowed the former two-session half-day PreK offering at the school to expand to two full-day classes. These students received early Speech assessment and service, electives (Art, P.E.)	230,325
Academic Intervention and Professional Support: NCS has stretched 1 FTE Art teacher to offer instruction to K-12 students. The previous ratio was 446:1- and we have made this work for years. The first year of the grant we added .5 Art Teacher whose assignment spans elementary and secondary schools. These assignments now include a rotation with preK students.This makes a total of 466 students who receive Art instruction. The amount for this area indicates 3 academic years of instruction.	99,000
Academic Intervention and Professional Support: An additional Special Education teacher was added to the Primary staff to provide individual and small group instruction and reteaching to students as needed. This represents an expansion of services (former status: one Special Education teacher- adding the second teacher doubled the services available). The amount indicated for this area represents a 3-year spending plan for this position.	166,368
Academic Intervention and Professional Support: The District intends to add an additional Science position for years 2 and 3 of grant support. This aligns with the new certification for Computer Science Instruction and the planned launch of a Computer Science Pathway for the MS/HS. Funding for this position is estimated for years 2 and 3 of the grant.	101,012
Academic Intervention and Professional Support: Aligned with the strategic plan to increase rigor, relevance, and academic success, and match curriculum planning to Next Generation Standards, the district employed a coach from the International Center for Leadership in Education and a BOCES Instructional Coach. Both positions have been used by the district before, subject to annual funding. Funding in this area is intended to span 3 years of the grant.	63,000
Social and Emotional Support and School Attendance: In order to keep students excited about school in all seasons, the district purchased snowshoes and cross-country skis for elementary students. This one-time expense will offer ongoing benefit to students.	10,245

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.	0	0	0
Maximizing in-person instruction time.	61,392	105,962	105,962
Operating schools and meeting the needs of students.	33,000	33,000	33,000

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
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.	10,245	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	22,000	22,000	19,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	76,775	76,775	76,775
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>203,412</b>	<b>237,737</b>	<b>234,737</b>

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

(No Response)