

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.

All of our amendments were made in order to use grant funding as directed, within the guidelines of each grant, and to meet needs for learning loss that emerged during the 2021-22 school year. This included interworkings between the GEER, ESSER, and ARP grants. We changed funding sources for several initiatives. We also did not use all funds in 2021-22 as intended and those funds were reallocated within our amendments. We added positions rooted in meeting the needs of those students with learning loss during school, after school, and in the summer. Amendments have been made to our approved ARP-Esser application based on several factors, including:

- we have moved our 2022-23 Summer Academy positions funded from the ARP GLL Grant to another ESSER Grant that ends sooner, which allowed us to create a Teacher on Special Assignment position for the 2022-23 school year rooted in Literacy.
- our ARP grant-funded After-School program, from the ARP After-School Grant, began late in 2021 and subsequently not all monies budgeted for this were spent as originally intended; this included the salaries of after-school teachers and bus drivers.
- reallocation of benefits or salaries between funding sources, for example, movement of benefits from our ARP 90% grant to another grant in order to create a 90% grant allocation that met all requirements of the grant, which our previous grant narrative did not; this included the movement of employee benefits from the ARP 90% grant to another funding source in order to use the ARP 90% funding for remedial teachers and pupil personell services positions directly in line with remedying learning loss and lagging skills cause by the pandemic.
- subsequently, the ARP summer grant amendment now includes monies spent in the summer of 2021 on Summer Academy Teachers, Teaching Assistants, and Bus Drivers that were properly relocated to this funding source.
- our school district was not able to partner with a neighboring Children's Museum as intended, which left a sum of money to be redistributed.

All of the explicit descriptions of each and every change are outlined in our approved FS10 documents and budget narrative submitted documents.

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

Our grant work, allocation of funds, and spending was posted on our website for the duration of the 2021-22 school year, with public comment open and accessible online, and this will be continued in the 2022-23 school year. Public comment included commendation and positive response. We also shared all of our grant work, allocation of funds, and spending at our public Board of Education meetings, before, during, and at the end of the 2021-22 school year, and will continue to do so at the beginning, middle, and end of the 2022-23 school year. These BOE meetings include multiple scheduled open mic opportunities for public comment. The public comment heard at those times included priase and commendation for our use of the ARP funds.

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 (# : #)
Schodack Wildcat Summer Academy is a 2022-23 summer program rooted in intervention and reinforcement on the standards and skills that students need more support with after the 2021-22 school year. This is a summer learning experience that is four-weeks long, during which students are immersed in interventions rooted in Reading, Writing, Math and STEAM learning. This is banded within grade-levels.	15:1
Our Reading and Writing Workshop Coordinator has been added through the ARP General Learning Loss Grant; this person will work explicitly with all teachers of grades K-6 in order to create Literacy experiences for our students that are rooted in the Science of Reading as well as immersive and standards-aligned best practices. This Coordinator's salary is budgeted from our ESSER 2 Grant for 2022-23 and ARP General Learning Loss amendment for 2023-24. This position will impact all of the students within our Elementary School.	490:1
A Multi-Tiered Systems of Support Coordinator has been added from our approved ARP 90% Grant; this	490:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
person will work with teachers to create an MTSS system within our schools, rooted in data-driven instruction and best practices to navigate learning loss and social/emotional learning needs in 2022-23 and 2023-24.	
From the 90% ARP Grant, we have created a position for a Secondary Special Education Teacher, for years 2022-23 and 2023-24. This teacher will specifically work with students who are academically at-risk and have also demonstrated lagging skills in social/emotional realms at school.	12:1
Our After-School Program across all three years includes targeted tier two intervention for students rooted in reinforcement of skills that they struggle with during the school day. This includes time for social emotional connection building in tiers one and two as well as structured support for students that boosts their connection to school. This includes the origination school year, 2021-22, and the two subsequent school years.	20:1

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 (\$)
During the 2021-22 school year, our school district included an Elementary School Academic Intervention Provider for Reading. This position is currently funded by ESSER Grant Monies from CRRSA; our ARP 90% funding will continue the employment of this person and continuation of this position into the 2022-23 school year.	53,000
The creation of eSports during the 2021-22 school year as an opportunity for engagement through instructional technology will continue in the future through funding in the 2022-23 school year, and then will be sustainable in the future school years after that. This provides an opportunity for students to use technology to engage in topics or coursework that is not traditionally offered in our school district.	5,227
Our isolation room and supporting staff made it possible for our students to return to school safely, as well as maintain a safe and healthy environment through the 2021-22 school year as we support students with testing and isolation due to symptoms or possible COVID-19.	44,504
Our Summer Academy in the summer of 2021, as well as our After-School Program in 2021-22 maintain students' connections to school as well as provided targeted tier one and tier two academic instruction and social-emotional support. This included salaries and benefits of teachers, teacher's assistants, bus drivers, and monitors for these programs.	227,109

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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.	44,504	53,813	11,000
Maximizing in-person instruction time.	0	53,000	53,000
Operating schools and meeting the needs of students.	0	53,000	5,000
Purchasing educational technology.	5,227	10,749	53,000
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-	0	53,000	19,000

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
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.	0	77,880	47,500
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	227,109	114,197	112,500
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	276,840	415,639	301,000

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

(No Response)