

**State Budget Reporting Survey - Budget Reporting**

Background/Instructions

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**Background and Instructions**

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**State Budget Reporting Survey - Budget Reporting**

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.**

Information regarding the district's American Rescue Plan is provided at public board meetings at least one to two times per month throughout the school year. Information is also posted on our website. During the public meetings, which are also streamed live and recorded for future viewing, a review of current spending, anticipated expenditures, and an analysis of need is conducted. Board of education members and parent guests are invited to review the material, listen to presentations, and offer feedback on spending plans. The public supports these program

**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>Operational</b>                      Certain operational costs with the reopening of schools as a result of the COVID 19 pandemic were supported through ARP ESSER funding.</p> <ul style="list-style-type: none"> <li>• Substitute teacher staff: to support instruction in the classroom when a classroom teacher was/is absent due to contracting COVID;</li> <li>• Academic intervention support teaching staff: additional teachers were hired to close learning and achievement gaps due to pandemic closures;</li> <li>• An additional grade level teacher and multi-tiered systems of supports coordinator were both hired to reverse learning loss due to pandemic closures;</li> <li>• Benefits were supported for the staffing indicated above (not substitute teacher staff);</li> <li>•</li> </ul>	

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Program Goals	Per Pupil Teacher Ratios (# : #)
throughout the karate experiences.	
<b>Technology</b> <ul style="list-style-type: none"><li>• Student chrome books were purchased so that each student in the district in grades 2 through 12 had access to a 1:1 assigned district device. These devices allowed remote instruction and socially distanced instruction between teacher and students throughout the pandemic.</li></ul>	1:1
<b>Instructional</b> <ul style="list-style-type: none"><li>• A BIMAS II subscription was purchased for the district to assess student instructional need as well as</li></ul>	

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p><b>Professional staff</b> Substitutes</p> <ul style="list-style-type: none"> <li>Daily building substitute staff were hired to assist with last-minute absences of teachers and other staff who were forced to remain home if exposed to or contracted the COVID-19 virus. This new substitute arrangement, not previously existing prior to the pandemic, allowed a more seamless transition each day of in-person instruction at school.</li> <li>Total investment in current year: \$82,798</li> </ul>	82798
<p><b>Professional staff</b> Grade level teacher</p> <ul style="list-style-type: none"> <li>To reduce class sizes so as to accommodate social distancing in classrooms across the 2nd grade, an additional teacher was hired in the 21-22 school year and was supported by the ARP ESSER funding.</li> <li>Total investment in current year: \$55,000</li> </ul>	55000

