

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,

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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?**

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

The overall plan and scope for the ARP ESSER use of the funds did not change so a new public comment period was not conducted. I will provide what was posted in the application.

The Morrisville-Eaton CSD ARP ESSER plan was originally developed by the Morrisville-Eaton CSD Administrative Team, consisting of the Superintendent of Schools, the School Business Administrator, the Morrisville-Eaton CSD Middle School/High School Principal, and the Morrisville-Eaton CSD Elementary School Principal. The Morrisville-Eaton CSD Elementary School Principal also chairs the District's Committee on Special Education and is the Director of Special Education. The plan was presented to the Board of Education during their June 15th meeting. The original Morrisville-Eaton CSD APR ESSER plan was shared on the District website. The Superintendent of Schools e-mailed a letter to families and posted the letter on the District website discussing the funds and the potential plan also soliciting feedback from the community members and staff through a Thought Exchange link that was open for 2 weeks. Community members were encouraged to post questions/feedback to the District Thought Exchange.

August 9, 2021 – September 7, 2021 Thought Exchange: “What are important factors the District should consider as it finalizes plans to reopen school in the Fall of 2021?”

August 11, 2021 Virtual Parent Night to present the starting point for the 21-22 Reopening Plan. The Superintendent talked about the protocols for the start of school and the possibilities of the Federal Relief Funds. Opportunity for sharing suggestions was made available to participants.

August 11, 2021 – September 7, 2021 Parent/Community Thought Exchange: “What are important factors the District should consider as it finalizes plans to reopen school in the Fall of 2021?” There were 56 participants in this exchange relating to return to school protocols.

August 12, 2021 Thought Exchange to collect input from school community stakeholders related to the appropriation of new federal funds.

Specifically, the community was asked: “What should the district consider as it prepares the allocation of federal funds to support learning loss and social emotional supports for students?” and encouraged to provide responses through September 7, 2021. There were 25 participants in the Federal Funds exchange.

In addition to these community events, recommendations are regularly presented to the school board for consideration, discussion and approval.

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Program Goals	Per Pupil Teacher Ratios (# : #)
for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	
Two Teacher Aides - Literacy 1st provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	10 : 2
Teacher Aide - Literacy 2nd Literacy 1st provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	5 : 1
Teacher - Elementary Special Education Teacher (Consultant Teacher Direct & Resource Room) provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	18 : 1
Teacher AIS Elementary (ELA & Math) provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	25 : 1
Teacher Assistant - AIS (ELA & Math) provided individualized and group support to students offering a smaller student to staff ratio. Social-emotional needs were better identified due to the smaller ratio and the ability for a responsible adult to interact more closely and directly with more children. This position also allowed for additional supports to address the learning gaps developed as a result of remote instruction and school shutdowns.	25 : 1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>High School Teacher - Assist with morning show - A newly developed before/after school program was created to provide Middle/High students relevant, hands-on learning in public broadcasting. This program provided a daily message of positivity to all students along with school information announcements. Participants had even a deeper level of learning through public speaking and social development.</p>	
<p>1 % - Comprehensive After School A STEM Trip to Ohio will provide educators exposure to the needs of manufacturing in the Northeast so curriculum can be aligned to the industry needs and industry standards.</p>	283:5
<p>1 % - Comprehensive After School After School Tutoring - Tutoring was provided to students who were struggling with their academics which led to higher than normal passing rates. Colgate Tutoring/Home work assistance - Students from Colgate University were overseen by instructional staff members as the university students delivered tutoring services to students in need before and after school.</p>	283:2
<p>1 % - Comprehensive After School School Elementary musical Stipend - An after school club was created to provide students an opportunity to participate in a social-emotional learning function that resulted in a spring production.</p>	50:1
<p>1 % - Comprehensive After School After School Tech Courses, Google Career Certificates - In order to give students academic enrichment opportunities before and after school, the district consulted with Google to establish a career certificate opportunity for students. 10th and 11th graders were able to take part in authentic learning that leads them to career pathways and a career certificate in high-demand career fields.</p>	96:2
<p>1 % - Comprehensive After School Art club/STEAM Stipend - In order to give students academic enrichment opportunities and enhanced socialization opportunities before and after school, the district created an art club and STEAM club that gave children the opportunity to explore engineering, electronics, robotics, art, physics and chemistry. This exposure increases student interest and participation in science, technology, engineering, art, and</p>	

