

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.

1a. Please provide a summary of those changes and the need informing those changes.

The district amended our original FS 10 to reflect a change to where we coded a purchase. We moved monies from Code 40 (purchased services) to Code 45 (materials and supplies).

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

The Lyme Central School has periodically (at least every six months) reviewed and sought public comment on the development and implementation of this plan, during an announced, regularly scheduled Board of Education meeting. The District has announced and encouraged community stakeholders to participate and provide feedback. To date, the only feedback we have received has been in regard to our After School Program. Parents and community members who have commented have been very supportive.

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 (# : #) |
|---|----------------------------------|
| One major program goal was to offer an After School Program (ASP) for students in grades K-12. The basis for the ASP was to prevent learning loss and to improve student academic skills in all major content areas. | 8:1 |
| Another major program goal was to retain 3 high impact teacher positions within the district. The high impact positions included our full time health teacher, our instructional support/AIS teacher, and our Speech and Language teacher. All three positions are critical in serving and addressing our students social and emotional health needs, their academic and instructional needs, as well as their deficits in speaking, listening, and language acquisition needs. These teachers provide services to students in a small group setting (service providers approximately 5:1). Our health teachers' classes are larger. Our health teachers' class size is approximately 20:1. | 20:1 |
| Another program goal was to utilize funds toward our 1:1 technology initiative to continue to provide connectivity and onsite learning for all of our students in the district. Funds were used to replenish chromebooks, screens, and headphones so that students could continue their learning needs both in-district and at home to support learning loss. | 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 (\$) |
|---|-----------------|
| The Lyme Central School District used funding to establish an after school program, beginning in the 2021-2022 school year. We will continue to utilize grant funding to support the after school program for the next two consecutive school years. The Lyme Central School intends to sustain this program as long as financially possible. | 0 |

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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.

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| | 2021-22 School Year (\$) | 2022-23 School Year (\$) | 2023-24 School Year (\$) |
|--|--------------------------|--------------------------|--------------------------|
| Safely returning students to in-person instruction. | 15,131 | 0 | 0 |
| Maximizing in-person instruction time. | 0 | 0 | 0 |
| Operating schools and meeting the needs of students. | 7,653 | 11,734 | 0 |
| Purchasing educational technology. | 19,109 | 0 | 10,153 |
| 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. | 74,889 | 139,534 | 173,630 |
| Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs. | 15,214 | 73,222 | 0 |
| Offering evidence-based summer, afterschool, and other extended learning and enrichment programs. | 7,461 | 85,759 | 86,436 |
| Supporting early childhood education. | | | |
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