

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

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.

The Northeastern Clinton CSD held a community forum at our board meeting on August 4, 2021. The District also provided an on-line survey engaging the school community for feedback on suggestions/recommendations for distributing funds addressing the impacts of lost instructional time by safely returning and maximizing our students in-person instruction al time, operating schools and meeting the needs of students, addressing the impact of COVID-19 on students, implementing evidence-based strategies to meet students' social/emotional/mental health/ and academic needs, and supporting eraly childhood education. Appropriate feedback from stakeholder goups assisted the District in creating and implementing the plan. Stakeholder groups will meet each September and February to review the plan and the Business Mangaer and Superintendent will present the strengths, challenges, feedback, and possible amendments to the plan each October and March at a public board meeting.

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>With goals of (1) safely returning students to in-person learning, (2) maximizing in-person instructional time, (3) addressing the impacts of the COVID-19 pandemic on students, (4) meeting students social, emotional, mental health, and emotional needs, and (5) supporting early childhood education, the team prioritized keeping class sizes smaller to meet the public health and safety COVID-19 guidelines as well as more individualized attention for our students. With grant funding support, on average the hire of a social studies teacher (middle school), technology teacher (middle school), and two elementary school teachers, allowed the District to reduce class sizes by 5-7 students giving instructional team members more opportunity to individualize students' social-emotional and academic learning.</p> <p>Funding to support the hiring of a social studies, technology, and 2 elementray positions have allowed us to lower our class size to approximate 17 students to 1 teacher.</p>	<p>Technology, Social Studies, and (2) Elementary Teachers Class Size 17:1</p>

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<p>The Northeastern Clinto CSD District has added district level positions of Technology Integration Specialist and a Lead Special Education Teacher/CSE Co-Chairperson using ARP-ESSER funding. These positions are critical to support the learning loss impacts on our students. The Technology Integratiion Specialist has assisted with the acceleration of out technology initiatives such as getting chromebooks in the hands of all our students. Also, the Technology Integration Specialist has provided professional development for our students and staff on new software programs and incorporating technology into the classroom. The Technology Integration Specialist pushes into classrooms to</p>	

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>school psychologist to be a consultant and assist with testing our students as referral rates increased. The funding allowed us to expedite requests and services for our students in need by allowing more support. An elementary counselor was added to provide more emotional and mental health support to our elementary levels considering the two buildings only have one counselor each. We have witnessed high levels of anxiety and stress as well as families in crisis. The funding has allowed us to provide more outreach to our school community as well as increased collaboration with our mental health agencies. The District increased our elementary art teacher from 80% to 100% with funding. The district understands that some students express themselves and their struggles through drawing and we wanted to provide more opportunities for instruction. The district also established an art club for students that may have difficulty expressing themselves through words. A teaching assistant was hired through funding to support our district technology literacy initiatives. The position works with all students at the elementary level in teaching digital literacy and also provides remediation to struggling learners. A teacher aide was hired to provide more support for our new referrals as well as current students with IEP's as we knew gaps would be large when students returned to school for in-person learning. With grant funding the district received, we established a grant administration team that is responsible for meeting state and federal requirements, implementing and evaluating programming, staffing, grant writing, and tracking expenditures.</p> <p>The added positions of Technology Integration Specialist, CSE Chairperson/Lead Special Education Teacher, Elementary Art from 80% to 100%, increased psychology consultant services (43 days), teaching assistant, teacher aide, elementary counselor, Grant Administration total an investment of \$403,971.</p>	

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.	27,883	49,999	22,117
Maximizing in-person instruction time.	59,452	48,244	34,882
Operating schools and meeting the needs of students.	206,655	128,570	133,122
Purchasing educational technology.	98,938	178,161	136,379
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.	21,342	21,342	21,341
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	269,951	278,522	277,422
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	171,891	178,090	183,813
Other (please describe below)	0	0	0
Totals:	856,112	882,928	809,076

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

(No Response)