

State Budget Reporting Survey - Budget Reporting

Background/Instructions

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Background and Instructions

Background

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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.

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

A survey was sent to parents and school district staff to help us identify priorities for the use of American Rescue Plan - Elementary and Secondary School Emergency Relief funding. Instructional staff including teachers and paraprofessionals to support student learning was identified as the top priority. Summer school for academic support as well as for enrichment and after school programming for the same purposes also emerged as priorities by both stakeholder groups. A public hearing was conducted at a Board of Education meeting to allow for input on the draft plan. The plan was also shared with faculty and staff and their input considered before the plan was finalized.

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 (# : #)
Instructional Technology - In order to maximize in-person instructional time, we plan to use the American Rescue Plan Funds to strengthen our strategic approach to the use of instructional technology. We will hire an Instructional Technology Specialist who will support teachers in all three schools in leveraging technology effectively to meet students' individual needs. The Instructional Technology Specialist will be a Teacher on Special Assignment. That is, an elementary teacher will leave the classroom and we will hire a tenure-track teacher as a replacement. The Instructional Technology Specialist will have three main areas of focus: New York State Computer Science & Digital Fluency Standards K-12; Digital Citizenship and Online Safety; and Professional Development and Coaching.	1:20
Expanded Educational Opportunities - We hired an Applied Sciences Teacher Assistant at the high school. This position will provide additional support for students in our applied science courses, including Greenhouse and Natural Resource Management. With a second adult assigned to these classes, we can increase enrollment and provide more hands-on experiences for students.	1:15
Expanded Educational Opportunities - A Recess Monitor was hired at the middle school. This additional supervision guaranteed that all students have the opportunity to participate in daily recess. This activity takes place outside whenever the weather permits. This time of unstructured play is essential to student physical and emotional well-being. The additional staff also allows the middle school to offer tiered levels of support during student study halls. For example, some students are assigned to a smaller guided study hall where an adult will help them with critical executive functional skills to help them succeed academically.	1:15
Supporting Students of Color - Two staff members from each school were appointed Equity Leaders. Interested staff members were invited to apply, and the building principal made recommendations to the Board of Education. Each Equity Leader is paid an annual stipend. The District will pay the stipend for one Equity Leader from each school, and the Potsdam Teacher Center will pay the stipend for the second Equity Leader from each school. Equity Leaders will examine data, set goals, and develop strategies to promote diversity; prevent discrimination; and assure equitable access to high quality educational staff, facilities, and materials to maximize student achievement for all students	6:1300
Culturally Responsive Teaching - In conjunction with our Diversity, Equity, and Inclusion initiative, staff examined their current curricular materials to ensure they are creating "windows, mirrors, and sliding glass doors" for all students. At the elementary school, a team of teachers that included a representative from each grade level dove into the NYS Social Studies framework and developed activities which allow our students to see themselves reflected in curricula materials and allow them to	120:1300

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<p>see into the lives of others. Consultant and former teacher Jennifer Hesseltine worked with this group for some or all of their time together. Funds were budgeted for the consultant/facilitator's fees as well as the contractual stipends for the teachers completing the curriculum work.</p>	
<p>Professional Learnign Communities - At the elementary school, a Recess Monitor was hired in order to provide classroom teachers with a daily grade level common planning time. This allows teachers the time they need to collaborate, review student data, and ensure that they are providing equitable learning experiences across classrooms.</p>	1:20
<p>Professional Development - For the last several years, we have offered an in-house "Unconference" on our staff development days. We budgeted to send teams of teachers to National Conferences such as ASCD, Model Schools, and ISTE with the expectation that participants will return to offer one or more workshops for colleagues on a staff development day. In addition, we provided training for our threat assessment team, the Behavior Intervention Team. Because this group includes members who have been through expensive prior training as well as some newer members, a customized learning plan was developed for each member that included asynchronous and synchronous modules. The group also participated in a facilitated tabletop exercise.</p>	120:1300
<p>Leadership Coaching - According to the NYS Education Department, "Leadership is second only to teaching among school related factors as an influence on learning." Effective principal in-service should include high-quality mentoring and coaching. Beginning in the summer of 2020, the superintendent and instructional administrators participated in the Leadership Coaching Program available through the New York State Council of School Superintendents. Through this program, each administrator was assigned a coach, who met with the administrator once or twice a month for an hour to an hour and fifteen minutes. Coaches listen, ask focused questions, reflect, challenge, acknowledge and support the administrative team members. They encourage intentional thought and behavioral change; challenge the administrator's thinking; and show how the seemingly impossible is possible. The coaches created the right amount of tension into the coaching process to cause the administrator to act and make positive change. The coach also serves as a resource, sounding board, and ally in the administrator's professional and personal growth.</p>	10:1300
<p>Educational Technology - In 2016, the district submitted a plan for the use of \$1,315,137 allocated through the Smart Schools Bond Act. This included plans to upgrade our then current wireless network to accommodate an additional 1500 devices and ensure that all instructional spaces have adequate and reliable access to support a media-rich 1:1 computing environment. This required the purchase of a new wireless controller, backup wireless controller, addition of and replacement of switches, and additional wireless access points. In addition, the plan allocated a substantial amount of funds to purchase interactive whiteboards for each classroom, a number of desktop computers, some tablet computers, and a laptop computer for each student in grades Kindergarten through Grade 12. In order to make our technology plan sustainable, we planned to slowly increase the amount of technology funding in the general fund budget. In that way, purchases could be replaced on a regular schedule and our staff and students would always have the technology they needed. In order to stretch out the Smart Schools Bond Act funding for a few more years, the district used some of the ARPA funds to purchase replacement interactive whiteboards for classrooms, per our established replacement</p>	

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<p>addressed. In response, the district hired a .5 FTE certified Reading Specialist for the elementary school. The teacher provided small group academic intervention services to elementary students who are not reading on grade level. This staff was in addition to the three reading teachers currently working at Lawrence Avenue Elementary, which allowed us to provide small groups and a higher level of intervention. That is, more students received services from a certified reading specialist rather than a teacher assistant. Interventionists used research-based strategies and, beginning this year, classroom teachers used a program called 95 Phonics Core Program to supplement the strategies already in use. Professional development and coaching were provided so that the research-proven effecteldwprogram y.7e.</p>	

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

(No Response)