

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.

Letchworth Central School District has identified several priorities that include, but are not limited to: supporting our students social and emotional wellbeing, maintaining current and developing additional academic programs, offering afterschool and summer programs for students seeking both remediation and

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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.

All of our information is posted to our school website as required. link: <https://ny02208466.schoolwires.net/Page/4363>

- The District BOE meets twice monthly; ARP-ESSER spending is discussed and public comment is available for those who attend meetings.
- District Administrators meet weekly and monthly with their buildings where student needs are discussed; feedback is brought back to the District office where decisions can be made regarding ARP-ESSER spending adjustments.
- The Director of Facilities has monthly meetings with the Superintendent to discuss needs incurred by the pandemic. Close monitoring of the situation allows for adjustments in spending to be made accordingly.
- Over the life of the grant, the District will utilize its shared decision-making committee to annually review the needs and priorities of our students, staff and infrastructure in order to amend spending projections and purchasing plans. The stakeholders involved will analyze students' academic and behavioral data, reports from principals and school counselors, the CSE and new initiatives directed by the NYS Department of Education to make appropriate revisions to this plan. Other categories of potential spending (maximizing in-person instruction time and support for early childhood education) will also be considered in annual reviews. All funding proposals will exist for the life of the grant, as specified, or be paid for in the local budget upon the grant's expiration.

Our **public comment requirement** was recently satisfied by sharing out a Google Survey with our school community. We utilized our school to home communication app; ParentSquare, during the month of June 2022.

The following feedback was provided. Obviously, from some of the comments you will see that people confused the ARP-ESSER funds with CRRSA funds.

Timestamp	What comments do you have on the District's ARP plan?	Stakeholder Group(s)	Name (optional)
6/16/2022 19:39:07	None	Parent	
6/20/2022 10:01:03	I trust the decisions being made with the money allowed.	Parent, Staff	
6/22/2022 9:42:23	Federal funding, such as this, has allowed for positive and meaningful changes to take place within our physical education program and interscholastic athletic programs, specifically upgrades to our fitness center. These upgrades MCID 49>> BDC BT 1 0m ET BT226.26 Tm ET BMC BT 1 0 0 1 07t a Google Survey 5DeT 1 0 0 1 30		

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	<p>important instruments in ensembles. The CRRSA funding also allowed funding to purchase replacement instruments that were old and beyond repair (example: several percussion battery instruments that were purchased during the centralization). This allows young musicians to have the best opportunity to be successful. The CRRSA funding will also replace a broken ceramics kiln for the Fine Arts Program. The Fine Arts Department is so happy to have received this funding to better serve our young artists!</p>		
6/23/2022 13:30:47	<p>As a new fine arts teacher in the district I have been extremely grateful for the support and funds that we have received as a department this year. From a new pug mill and kiln to new instruments for the music department, we are bettering not only our school but the future of our students as well.</p>	Faculty	Brooke Tisdale
6/23/2022 14:22:33	<p>As a new fine arts teacher in the district I have been extremely grateful for the support and funds that we have received as a department this year. From a new pug mill and kiln to new instruments for the music department, we are bettering not only our school but the future of our students as well.</p>	Faculty	Brooke Tisdale

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Program Goals	Per Pupil Teacher Ratios (# : #)
<i>floor cleaner</i>	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>and professional signage will be included in those expenses to create an environment fully immersed in the values of empathy, restorative justice, and academic excellence.</p> <p>Instructional best practices for providing academic intervention to students requires a tiered approach. A multi-tiered system of support (MTSS) team will be established to examine interventions and materials, collect and analyze data, and bridge student learning gaps created during the school closure period and disruptions to the 2020-2021 school year. A coordinator will work with service providers, teachers, staff and parents to develop instructional goals and implement strategies to support every student.</p> <p>To further develop and support our teachers, many of whom are new to the profession in the last ten years, the District will be developing at least two instructional coach positions. These educators will work to provide on-site coaching, mentoring, and modeling to teachers looking to build their skills and toolkits in specific areas of teaching. These areas may include classroom management, instruction in ELA or mathematics, writing instruction, classroom culture, data collection, or assessment development.</p> <p>Ongoing professional development for all members of our instructional and non-instructional staff and administration will be prioritized annually. In keeping with best practice for adult learners, models of learning will be implemented on a number of topics that will include using instructional technology, providing mental health and social-emotional supports in the classroom, adapting instruction to a block schedule, and other content-specific needs of our faculty and staff.</p>	
<p><u>Implementing evidence-based strategies to meet students' social, emotional, mental health needs</u></p> <p>One of our district-wide philosophies has always been that, before a student can learn they must feel safe. Students need a connection to school, to people in the school community who can provide that sense of belonging that will spur academic success. Letchworth will utilize funds to maintain full-time school counselors in the elementary and middle schools for the next three years before moving those positions back to the local budget. These counselors will continue providing Second Step lessons and contributing to students' daily lives at school by introducing them to college and career readiness activities. Additionally, the District will look to hire another school psychologist (or social worker) to support our littlest learners in our 3- and 4-year old programs. School readiness for early childhood is always a concern, and this professional would be an asset to both our students and the faculty who work in our preschool and prekindergarten classrooms.</p>	250:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p><u>Implementing evidence-based strategies to meet students' academic needs</u> To further students' academic goals and to provide interventions that will allow them to grow, the District will include <i>an additional AIS teacher and teaching assistant, and maintain all current positions in the English Language Arts department for at least three years.</i></p>	65:1
<p><u>Offering evidence-based summer, afterschool, and other extended learning and enrichment programs</u> Letchworth prides itself on the phenomenal Agriculture and Technology curricular programs we have offered students for several years. Additional funding will support our goals to further enhance the program, building on the Ag/Tech Academy and offering the potential for CTE-accredited coursework here on campus. Money will be set aside for <i>instructional training opportunities with Project Lead the Way, the CASE Institute, iCEV curriculum development, and other professional development opportunities</i> for all of our teachers to continue making updates to our offerings for several years. Further, we will prepare to hire for our STEAM initiatives as the capital project takes shape, be sure that rooms are furnished with needed supplies/materials, and the curriculum is fully developed. Summer remedial and enrichment programming will take shape in the summer of 2023. The first of what we hope will be many summer enrichment opportunities for our students. The plan was to offer these courses during the summer of 2022, however a lack of staffing hindered the implementation of the program. Additional programming will bloom from student and parent input and involvement over the next three summers. The District will explore opportunities to offer after school supports and enrichment programs suited to all students and interests. After school tutoring for students needing AIS will continue to be provided at the Middle School and High School on a weekly basis by certified teachers and staff.</p>	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 (\$)
<p>Current year programs:</p> <ul style="list-style-type: none"> • After school: Middle School and High School Tutoring for AIS students • Maintenance of Facility: robotic-self propelled floor cleaner and extra staffing • Daily afterschool childcare program provided for staff • New chromebooks for students (1:1) • MTSS coordinator • Full time counselor at the MS level • Full time Social worker at the Elementary level 	\$297,884

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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.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	45,616	28,091	28,091
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	8,714	548,449	10,643
Purchasing educational technology.	129,448	3,248	0
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.	66,740	232,586	232,587
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	11,270	663,900	663,901
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	1,840	266,900	266,902
Supporting early childhood education.	0	0	0
Other (please describe below)	34,256	0	0
Totals:	297,884	1,743,174	1,202,124

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

Employee benefits for salary positions listed above.