

**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, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritized spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

An analysis of public comment;

Goals and ratios for pupil support;

Detailed summaries of Investments in current year activities; and

Balance of funds spent in priority areas.

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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.**

Scarsdale's Plan for American Rescue Plan Act Funds is shared with community on our website along with a link for public comment and input.  
<https://sites.google.com/scarsdaleschools.org/elearning/home#h.z4whqa3aq0u4>  
 Feedback was invited at the Board Meeting when the District plan was presented and will be invited once again at the Sept, 2022 Board Meeting when the 22-23 ARP update is presented.  
 Community and Board members supported the District Plan for American Rescue Plan Act Funds.  
<http://go.boarddocs.com/ny/scarsdale/Board.nsf/goto?open&id=C3EQS76A6105>

**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 (# : #)
Sustainability Workshops and Garden Maintenance - Kaleidoscope Garden Design site visits and student workshops - maintain a functioning and healthy vegetable garden	8:1
Emotional Intelligence, Perseverance and Overcoming Barriers - staff developers & consultants	10:1
Diversity, Equity, Inclusion, & Global Connections - professional development & student programs - Bringing students and educators from around the world together to work on issues of global significance.	11:1
Project-Based Learning - strengthening teachers' understanding of project-based learning, its purpose and its importance as well as assist teachers in imagining and designing projects for their own classrooms.	7:1
Standards-Based Curriculum & Performance-Based Assessments - build organizational capacity to operate as learning communities.	8:1
Supplies/Materials to support instruction and address learning loss (Carolina, Math, Leveled Literacy Interventions, Teachers College Reading & Writing)	11:1
Mathematics Program Implementation Training and Professional Development	7:1

**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 (\$)
Envoys Inc - Envoys Virtual Summit Program: Diversity, Equity, Inclusion, & Global Connections - Bringing students and educators from around the world together to work on issues of global significance. Middle School and High School students will come to appreciate diverse perspectives, understand their connection to the wider world, respectfully communicate and collaborate across cultures, and use their knowledge and skills to take action on global issues.	4500
Kaleidoscope Garden Design Summer gardening maintenance and elementary sustainability student workshops - Kaleidoscope Garden Design (KGD): Summer site visits (July -August 2021) maintain all aspects of the school gardens. Maintenance visits also function as garden stewardship workshops and	15300

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
faculty, students, and parents are encouraged to join in and participate. KGD Staff share techniques and tips to maintain a functioning and healthy vegetable garden.	
Diversity and Inclusion Professional Development - Dr. Derrick Gay: We plan to work with consultant Derrick Gay and use a mixed methods approach that provides leaders with critical school-specific metrics to inform a data-driven approach to deepen inclusivity in our school community. Diversity is a quantitative measure of the amount of human difference within a community, recognizing that schools should mirror the heterogeneous nature of our current society. Inclusivity, on the other hand, captures the ways in which individuals and groups perceive an authentic sense of belonging. The intentional creation of a safe learning environment allows participants to process and reflect on individual and institutional assumptions, beliefs, attitudes and behaviors with the goal of providing concrete skills to foster a more inclusive school community.	34668
Human Rights Campaign Foundation (HRCF) Welcoming Schools training with Scarsdale Middle School curriculum, training, classroom materials to enhance educator effectiveness in creating gender inclusive secondary schools	4050
All Points Licensed Behavior Analysts - Professional development training on the use of Essential for Living (McGreevy, Fry & Cornwall, 2014) as an assessment, and curriculum guide to determine individualized goals and objectives for students with moderate to severe disabilities.	7500
Teachers College Center for Professional Education of Teachers (CPET) - CPET will customize and facilitate an on line course titled: The Power of Project Based Learning: Learning that Lasts, which will consist of six, asynchronous modules and six, complementary synchronous sessions aimed at strengthening teachers' understanding of project-based learning, its purpose, and its importance. This course will then be followed up with online and in person professional development to support teachers with the implementation of the these projects by facilitating small group inquiry sessions (ex: by grade level) to engage in collaborative planning and lesson study, reflect on our experiences, and monitor progress, as well as whole group sessions aimed at establishing/sharing best practices and examining problems of practice, analyzing student writing/artifacts and engaging in critical reflection to advance practice.	8415
K&M Literacy - Middle School English Department: Kate Roberts offers PD to help refresh, restart, and review our teaching practices and help reinvigorate our professional lives.	15000

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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.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	96,800	155,600	0
Purchasing educational technology.	0	0	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.	0	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental	34,600	86,000	760,740

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
health, and academic needs.			
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	13,000	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>144,400</b>	<b>241,600</b>	<b>760,740</b>

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

(No Response)