

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

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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.

Throughout our Pandemic response, our district held numerous town halls, sent numerous surveys, and had frequent communication with stakeholder groups and individuals such as our PTO's, District Safety Committee, and community civic organizations such as the Lions Club. Public comment on ARP and ESSER funding specifically came in the form of a Thought Exchange and Town Hall meeting occurring over the summer/fall of 2021. The district conducted the Thought Exchange from July 27th, 2021 to August 31st, 2021 and held a town hall meeting on August 9th, 2021 to gather public input on how the district should consider using the funds.

The Thought Exchange had 548 participants with over 14,000 interactions. We asked our community to respond to the following prompt: *What ideas do you have on how we should consider utilizing federal stimulus funds to in order to best support the physical, academic, social-emotional, and/or mental health needs of our students.*

- *We would like your input on how we should utilize the federal stimulus funds allocated to the district in order to best support the physical,*

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>requirement to be recommended to the program. Additionally in previous years, STEP addressed mostly core classes, expanded STEP will address all classes where students need extra help. Teachers must be certified or highly qualified in the content area in order to support credit acquisition.</p> <ul style="list-style-type: none"> Sections of STEP are opened as needs arise and when there are more than 15 students to a teacher a new section is opened. 	
<ul style="list-style-type: none"> <u>Expanded MS Extra Help/Homework/Learning Center</u> Extra help will be expanded to support students in core classes. Additionally the homework/learning center will be offered to answer questions regarding homework/schoolwork. 	15 students : 1 Teacher
<ul style="list-style-type: none"> <u>K-8 Learning Essentials, Advancing Progress (LEAP) Summer Program</u> Recognizing the impact the global pandemic has had on our students' academic progress and social emotional development, the district has begun to explore the possibilities of implementing voluntary summer programs to help students. We are planning to create a program where students engage in various learning blocks focused on <ul style="list-style-type: none"> Social Emotional Learning/Wellness Academic Skill Development and Curricular Reinforcement, and STEAM/Project Based Learning experiences Instruction will take place around social emotional learning, wellness activities, literacy instruction and STEAM based project learning. The focus of this program is to help continue to support our students with connecting to our school community, their academics, and each other. Opportunities for students to learn through "no and/or low tech" learning experiences will be provided in this program. 	10 Students : 1 Teacher
<p><u>9-12 Credit Recovery Summer Program</u></p> <ul style="list-style-type: none"> Recognizing the impact the global pandemic has had on our students' academic progress and social emotional development, the district has begun to explore the possibilities of implementing a voluntary summer program to help our 9th-12th grade students who may have lost credit due to not passing certain academic courses. This is a program where students can make up academic credit towards graduation requirements and receive support as they seek to make up that credit. Students make up a class(es) through an online, self-paced program called Educere. This program will allow students to make up course(es) in a credit recovery format specific to our Mahopac curriculum. We are aware that some students may have struggled with an online academic environment. After considering staffing and logistical challenges for a 9-12 in person program, we decided on utilizing Educere due to the support that it provides students. The district creates opportunities for onsite in-person support as students are completing their Educere courses. The District assigns students an academic coach (a MCSD teacher) who supports students as they progress through the Educere course(s). A school counselor and school clinician are also available to support students. These staff members will provide support and guidance on topics such as organization, dealing with anxiety, developing and utilizing effective behavioral/academic habits, and other social emotional aspects associated with learning. 	5 Students:1 Teacher

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 (\$)
<ul style="list-style-type: none"> <u>Continuation of 9-12 Credit Recovery Summer Program-Expansion to Middle School of Program</u> Recognizing the impact the global pandemic has had on our students' academic progress and social 	

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Summary of New Programs or Expansion of Existing Programs in Current Year						Investment (\$)
<p>must present an attestation form or quarantine order/isolation order from the Putnam County Department of health indicating such. Daily instruction by MCSD teachers from their grade level from their building through a regularly scheduled virtual meet, outside of the teacher contractual day, providing instructional support for up to 7 students at a time.</p> <p>After School Scheduled Tutoring - Staffed with MTA Members</p> <p>Middle School Format:</p> <ul style="list-style-type: none"> • 15 minute breaks in between each block. • Class sizes up to 15 • Students will receive total of 2 hours per core (and IEP Support if needed) and 1 hour of PE per week • Students taking Algebra I and Living Environment in grade 8 will push into sections for grade 9 						
Grade	Time	Monday	Tuesday	Wednesday	Thursday	
6	4-5p	English 6	Math 6	English 6	Math 6	
	5:15-6:15p	Social Studies 6	Science 6	Social Studies 6	Science 6	
	6:30-7:30p		XXXX		PE 6	
7	4-5p	Social Studies 7	Science 7	Social Studies 7	Science 7	
	5:15-6:15p	English 7	Math 7	English 7	Math 7	
	6:30-7:30p	World Language 7	XXXX	World Language 7	PE 7	
8	4-5p	English 8	Math 8 / Algebra I	English 8	Math 8 / Algebra I	
	5:15-6:15p	Social Studies 8	Science 8 / Living Env	Social Studies 8	Science 8 / Living Env	
	6:30-7:30p	World Language Level 1	XXXX	World Language Level 1	PE 8	
<p>High School Format:</p> <ul style="list-style-type: none"> • 15 minute breaks in between each block. • Due to acceleration in Math, Science and Language, we would need a teacher for each grade level as they fall on the same nights and times to support students that accelerate in certain subjects but not in all. • Class sizes up to 15 • Students will receive total of 2 hours per core (and IEP Support if needed) and 1 hour of PE per week 						
Grade	Time	Monday	Tuesday	Wednesday	Thursday	

