

BUDGET NARRATIVE

LEA: Great Neck Public Schools	FOR TITLE: American Rescue Plan (ARP) Act ESSER
BEDSCODE: 280407030000	

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<p>\$1,838,027</p> <p><i>Although concentrating on the ELL and other students who are at risk or have suffered learning loss as a result of the COVID 19 pandemic, all of our students are being monitored for any adverse impact from COVID 19 and intervention strategies have been implemented to assist them in any learning difficulties that they may be experiencing. Most of this grant funding has been targeted toward those students who were already at risk and those considered to be at risk, however some of this money was used to fund the District's elementary remote program that was available to and utilized by all elementary school students that did not choose remote instruction during the 2020-2021 school year. As the numbers in our Proposed Budget (FS-10) indicate, Great Neck is funding teachers at various grade levels and disciplines such as Pre- Kindergarten, Elementary, Physical Education (Elementary), Psychology, Special Education Secondary, Music Elementary, and Speech/Language Elementary. In addition to these professionals, support personnel or Teacher Assistants were employed to assist them in addressing all student learning loss. In order to provide continuous instruction throughout the year, Substitute Elementary Hourly Teachers, Hourly Reading, Specialized Individual Reading (SIR), and stipends to our staff working during the summer such as Summer Academic Intervention instructors, Summer Recreational Professionals, English as a Second Language (ESL) instructors and Recreational Aids both during the school year and over the summer breaks were employed. The plan and its progress to date has been to provide instructional support year around. The break during the summer months had to be addressed because a month and a half (July and part of August) was considered too long for our students identified as at risk and being at risk to not have some instructional support. Continuous intervention (September through the middle of August) along with both before and after school enrichment and recreation was This District's total approach to addressing any social, emotional, physical, and psychological needs our students were experiencing with the concentration of this all-encompassing or total intervention approach on those students identified as most vulnerable or to have suffered on account of COVID 19.</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 16 <i>Support Staff Salaries</i>	<p>\$588,065</p> <p><i>Although concentrating on the ELL and other students who are at risk or have suffered learning loss as a result of the COVID 19 pandemic, all of our students are being monitored for any adverse impact from COVID 19 and intervention strategies have been implemented to assist them in any learning difficulties that they may be experiencing. Most of this grant funding has been targeted toward those students who were already at risk and those considered to be at risk, however some of this money was used to fund the District's elementary remote program that was available to and utilized by all elementary school students that did not choose remote instruction during the 2020-2021 school year. As the numbers in our Proposed Budget (FS-10) indicate, Great Neck is funding teachers at various grade levels and disciplines such as Pre- Kindergarten, Elementary, Physical Education (Elementary), Psychology, Special Education Secondary, Music Elementary, and Speech/Language Elementary. In addition to these professionals, support personnel or Teacher Assistants were employed to assist them in addressing all student learning loss. In order to provide continuous instruction throughout the year, Substitute Elementary Hourly Teachers, Hourly Reading, Specialized Individual Reading (SIR), and stipends to our staff working during the summer such as Summer Academic Intervention instructors, Summer Recreational Professionals, English as a Second Language (ESL) instructors and Recreational Aids both during the school year and over the summer breaks were employed. The plan and its progress to date has been to provide instructional support year around. The break during the summer months had to be addressed because a month and a half (July and part of August) was considered too long for our students identified as at risk and being at risk to not have some instructional support. Continuous intervention (September through the middle of August) along with both before and after school enrichment and recreation was This District's total approach to addressing any social, emotional, physical, and psychological needs our students were experiencing with the concentration of this all-encompassing or total intervention approach on those students identified as most vulnerable or to have suffered on account of COVID 19.</i></p>
Code 40 <i>Purchased Services</i>	<p>\$109,800</p> <p><i>In order to provide remote learning, the district has purchases multiple ZOOM accounts to hold virtual classes. In addition, ZOOM webinar accounts were purchased to make Board of Education meetings accessible to the public to keep them informed about the on-goings of the District during COVID-19.</i></p>

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Code 45 <i>Supplies and Materials</i>	<p>\$658,046</p> <p><i>Some of the money in this grant was or will be used for desks (silhouette- with adjustable legs, and steel book box) and chairs to aid in spreading out of our students to reduce the opportunity of exposure to the virus (social distancing), air purifiers and air purifier replacement filters to provide the continuous flow of clean air and technology infrastructure (antennas, access points, mounting hardware to strengthen and expand connectivity for the many iPads, chrome books and lap tops being used for instructional purposes both in school and at home for synchronous and asynchronous instruction for our at risk students. Other items such as masks, hand sanitizers, gloves, disinfectants, sprayers, signage, and other recommendations from the Centers for Disease Control (CDC) are being funded from annual district budgeted money and will be claimed where applicable on the District's filing with the Federal Emergency Management Agency (FEMA) and or other grant programs.</i></p> <p><i>Updates are needed to the District access points to see a significant boost in wireless speed in all of our devices. With almost all of our teachers relying on digital curriculum and content, the increased speed and reliability will be a significant boost to performance. Reducing loading times and increasing the reliability of our WiFi signals will translate to an increase in instructional time for our teachers and students. Our current infrastructure supports the 802.11n wireless protocol, while many of our devices are able to use 802.11a/c, which is significantly faster. Upgrading our access points would allow us to utilize the faster and more reliable 802.11a/c protocol.</i></p> <p><i>Second, with the upgrade to our access points, we will also be able to install an updated version of the software running our wireless controllers. With the new version of that software, we will be able to automatically switch between using our Phipps data center and the redundant data center at North High School. This means that, if our wireless controller at Phipps were to go offline for any reason, our WiFi networks would automatically failover to North High, meaning that there is no loss of instructional time unless there is a disruption in both locations.</i></p>
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
Code 80 <i>Employee Benefits</i>	<p>\$809,308</p> <p><i>Although concentrating on the ELL and other students who are at risk or have suffered learning loss as a result of the COVID 19 pandemic, all of our students are being monitored for any adverse impact from COVID 19 and intervention strategies have been implemented to assist them in any learning difficulties that they may be experiencing. Most of this grant funding has been targeted toward those students who were already at risk and those considered to be at risk, however some of this money was used to fund the District's elementary remote program that was available to and utilized by all elementary school students that did not choose remote instruction during the 2020-2021 school year. As the numbers in our Proposed Budget (FS-10) indicate, Great Neck is funding teachers at various grade levels and disciplines such as Pre- Kindergarten, Elementary, Physical Education (Elementary), Psychology, Special Education Secondary, Music Elementary, and Speech/Language Elementary. In addition to these professionals, support personnel or Teacher Assistants were employed to assist them in addressing all student learning loss. In order to provide continuous instruction throughout the year, Substitute Elementary Hourly Teachers, Hourly Reading, Specialized Individual Reading (SIR), and stipends to our staff working during the summer such as Summer Academic Intervention instructors, Summer Recreational Professionals, English as a Second Language (ESL) instructors and Recreational Aids both during the school year and over the summer breaks were employed. The plan and its progress to date has been to provide instructional support year around. The break during the summer months had to be addressed because a month and a half (July and part of August) was considered too long for our students identified as at risk and being at risk to not have some instructional support. Continuous intervention (September through the middle of August) along with both before and after school enrichment and recreation was This District's total approach to addressing any social, emotional, physical, and psychological needs our students were experiencing with the concentration of this all-encompassing or total intervention approach on those students identified as most vulnerable or to have suffered on account of COVID 19.</i></p>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	

Code 30

Minor Remodeling

Code 20

Equipment