

**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 prioritize 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.

**Instructions**

The *State Budget Reporting Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs), are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

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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.**

We have our ARP grant presentation on the school district website for people to review. We had an open meeting on Zoom and didn't receive any feedback on our plan to use ARP funding over the 3 year period.

**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 (# : #)
Special Education Teacher- The District utilizes a consultant teacher services program to service the students with disabilities (SWD). The special educator is the case manager for all the 504 and RTI students in the grade. The District usually places all classified students in one classroom of the two sections of the grade to be serviced by one special educator. This can create a high concentration of SWD in one classroom. This is the case for the rising 3rd grade. The program goal is to create a more inclusive school environment by not restricting students with disabilities to one classroom.	7
Math AIS Intervention Teaching Assistant- This program aims to create a more inclusive classroom that allows students who receive math interventions to receive their interventions in the classroom and not have to be pulled out for their services. By working in the classroom using station teaching, more students have access to more frequent small group teaching opportunities, reducing the students who score in the high-risk range on math benchmark assessments.	20
School Psychologist- This program aims to provide students with 1) access to preventative crisis intervention 2) access to a higher level of counseling support 3) access to psychoeducational testing on-site at the school. These testing results can be better applied to the classroom to create a more inclusive and personalized learning environment for the student.	47
After School Psychological Services- This program aims to provide students with access to higher-level psychological services for families that cannot access services. Students with a need for psychological services that may be out of the scope of practice for school-based counseling will be referred for this program. The Behavioral and Emotional Screening System (BASC-3 BESS) scores and a school-based psychological interview will indicate who should be referred for this service.	5

**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 (\$)
Math AIS TA (Salary) This position provides remediation for students whose academic growth may have been impacted by the COVID-19	148682
Math AIS TA (Salary). This position provides remediation for students whose academic growth may have been impacted by the COVID-19 (FTE .181)	
Special Education Teacher - will cover \$13k of salary for 2022-23	
School Psychologist (After School Program with Dr. Pollack) - Grant will cover \$13k of the salary in 2022-23	

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)

**American Rescue Plan (ARP) Spending Plan Reporting**

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.	0	135,682	162,681
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 health, and academic needs.	0	13,000	18,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	32,000
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>0</b>	<b>148,682</b>	<b>212,681</b>

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

(No Response)