

**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.

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.

**2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.**

There are no changes in the ARP ESSER application

**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 (# : #)
The District will continue to focus on three big buckets of work to address the impacts of lost instructional time; Strengthening our MTSS process, Personalized Learning and Social Emotional Learning. The three very specific focus areas require professional development, modeling, practice and feedback. We chose to provide our teachers with Instructional Coaches to assist with the implementation of these strategies in hope for long-term changes that will have positive affect on our overall Tier 1 instruction in the district. Our coaches and teachers engage in the instructional coaching cycle which consists of individualized, time-intensive, sustained support.	1:870
We have hired two additional reading intervention teachers to provide Guided reading support to students who have been identified as one or more grade level below in reading. Reading teachers are using Jan Richardson's <u>Next Steps in Guided Reading</u> to support lesson development or Wilson Reading depending on the needs of the student.	1:255
In connection to our MTSS work in our Stragic Plan, we have hired a teacher specifically to develop trusting relationships with students determined at risk through an early warning system. This teacher is assigned as a mentor and the Social Studies/ ELA teacher for specific students. There are multiple check ins throughout the day for both social/emotional support and academics. Students also receive extended deadlines and additional support with literacy.	1:494

**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 (\$)
We will continue to use Director of Accountability to oversee: testing, contact tracing, and vaccination data for all students and staff; coordinate and communicate with the department of health, coordinate and secure PPE and testing materials for Department of Health; and communicate changing guidelines to admin, staff and community.	\$43,606
The district will continue to provide a math intervention teacher to provide target instruction to students with academic need as identified by I-Ready.	\$80,652
We have will continue to use Instructional Coaches to assist our teachers with implementing personalized learning by observing, providing feedback and demonstrating lessons. Our coaches and teachers engage in the instructional coaching cycle which consists of individualized, time-intensive, sustained support.	\$35,000
We have continue to use instructional Coaches to assist our teachers with implementing communitcy circles and positive interventions and supports by observing, providing feedback and demonstrating	\$30,676

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## ARP Spending Plan Reporting

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
lessons. Our coaches and teachers engage in the instructional coaching cycle which consists of individualized, time-intensive, sustained support.	
We have continue to use an additional reading intervention teacher to provide Guided reading support to students who have been identified as one or more grade level below in reading. Reading teachers are using Jan Richardson's Next Steps in Guided Reading to support lesson development or Wilson Reading depending on the needs of the student.	\$36,926
We will continue to use an additional reading intervention teacher to provide Guided reading support to students who have been identified as one or more grade level below in reading. Reading teachers are using Jan Richardson's Next Steps in Guided Reading to support lesson development or Wilson Reading depending on the needs of the student.	\$55,774
We will continue to use a teacher specifically to develop trusting relationships with students determined at risk through an early warning system. This teacher is assigned as a mentor and the Social Studies/ ELA teacher for specific students. There are multiple check ins throughout the day for both social/emotional support and academics. Students also receive extended deadlines and additional support with literacy.	\$23,201

## 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.	89,872	43,606	43,606
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	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.	185,548	239,028	192,826
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	22,525	23,201	23,897
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	42,644	78,680	78,680
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>340,589</b>	<b>384,515</b>	<b>339,009</b>

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

(No Response)