

**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.

**1a. Please provide a summary of those changes and the need informing those changes.**

One of our goals was to provide additional supports to close learning gaps for all students, including those with special needs. The district canvassed for qualified special education teachers, but was unable to secure a special education teacher for the 2021-2022 school year. As a result, only two years of additional special education support will be available. With the funding that is available, after review of our discipline data, a need for a planning room teaching assistant became apparent. With the return back to in-person learning, our discipline data has shown an increase, particularly at the middle school level. The committee has recommended that a teaching assistant be available to assist with reteaching of instruction when students are not able to remain in the classroom for specific amounts of time. This person will help continue to facilitate learning in another location. Another change was in shifting from a mentoring program for all new hires (beyond what is regulatory for teachers) to a revised new employee training that will be available throughout the school year as hires are made, rather than relying on an annual training. With the shortages of staffing and the challenges in locating qualified staffing, a new approach was necessary which could be more fluid and flexible depending on the new hire's level of experience and need. As a result a change was made to use funding to support on-going new employee training, specifically tailored to the individual and position as related to job duties and responsibilities. In addition, more safety training has been recommended due to the recent violent acts occurring in school districts. The addition of a school resource officer has also been included for an increase in safety practices. With the incorporation of a medical professional who has assisted with contact tracing and other COVID related protocols, it became apparent that there was a need for continuation for consultation with the health profession to update additional medical procedures, safety plans, and district communications. These changes will occur for the 2022-23 school year.

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

A public presentation was conducted on May 26, 2022 to provide an update which included a current review of programming and proposed changes for the remainder of the funding period. Additional public outreach was provided on our website for any community member to respond, provide input, propose suggests and/or offer supports/concerns. No public comment via online format was received. The Board of Education reviewed materials, asked questions and provided acknowledgement of our plan in moving forward.

**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 (# : #)
<p><b>Goal: Coordinating preparedness and response efforts specifically related to COVID - 19.</b>                      This goal was applicable to all students and staff in the district. The purpose was to implement prevention and mitigation strategies through the use of a COVID contact tracer. This position assists in streamlining communication to families and students impacted by the virus. A communication pathway has been established with all local county health departments (as our district serves students in four counties). As a result, families, students and staff were provided with a high level of care and practices in place to reduce the spread of the virus to assist the district in remaining open for in-person learning. Families were afforded up-to-date consistent information that was timely and accurate.</p>	824:1
<p><b>Goal: Ensure that interventions are available and open to all students in the district regardless of social-economic status, including those who are in need of additional services ( ELL learners, students with disabilities, students experiencing homelessness, in foster care and migratory students).</b>                      Since our school district is small, we are able to have a central office which oversees the special education program, ELL Program and students who are in migratory, foster care and homelessness situations. Students are screened as they enter the district and teachers are able to see additional supports through the MTSS process. Funding is to support additional special education teachers to provide necessary interventions based on the Committee of Special Education in the least restrictive</p>	153:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
environment or to provide strategies to classroom teachers as part of the Tiered MTSS process.	
<p><b>Goal: To support student learning and achievement to address the academic impact of lost instructional time.</b></p> <p>Our primary focus was to provide avenues to have smaller teacher to student ratios throughout the district, particularly in STEM and at the elementary school levels. The use of teaching assistants in the classroom to support general education students and sometimes individual special education students provided additional opportunities for re-teaching of content learned in the classroom setting in smaller settings to provide a more individualized approach for those students who had gaps or were struggling with concept retention at the primary grade levels (Average cohort class size is 55 students). Teaching assistants were to provide extra assistance in the english language arts and math periods in particular, scheduled within grade level bands. In addition, for the middle school level, there was a need for additional STEM support to reduce instructional class size periods to provide a more hands-on, project based learning for this particular content area as with COVID the ability for students to participate in lab type settings was challenging and not available as often for inquiry based learning due to remote learning.</p>	55:1
<p><b>Goal: To provide mental health services and supports to students.</b></p> <p>Advisory coordinators were available in each of the buildings to plan and lessons to support social emotional learning, mental health, career planning, and life skills to be implemented in scheduled blocks during the instructional day. The need to embed social emotional learning, provide on-going training to teachers and staff, and purposely devote time to assist students to build resiliency factors was necessary due to the constant shifting of expectations, learning plans and family strife as a result of the pandemic. Intentionality of instruction was a key proponent to foster skills in students.</p>	275:1
<p><b>Goal: Continue educational opportunities throughout the summer and after school hours.</b></p> <p>Summer enrichment, instruction, and credit recovery opportunities are to be provided to students prek - 12. For after school programming, an expansion to support a workstudy opportunity for students to work as peer mentors has been instituted. Mentoring for students can be provided through in-person opportunities or virtual avenues depending on student need. In addition on-going credit recovery opportunities are being created to allow a student to recoup loss credit throughout the school year, rather than solely relying on summer months using a traditional summer school program, allowing for students to be available for continued learning in the summer month as needed.</p>	15:1
<p><b>Goal: Ensure continuity of educational services.</b></p> <p>Buildings employed school monitors to provide additional supervision to students in more unstructured settings to assist with discipline and to support students as they became readjusted to a school setting. In doing so, classroom teachers were more available to provide Tier 1 and 2 interventions rather than having to participate in "supervision duties" like in the lunchroom, recess and study hall periods to small groups of students through the school day. In addition having a district librarian to oversee each building's media arts center offers to provide consistency and to support technology skills in an instructional setting. Likewise, the use of technology coaches in each building provides on-going professional development and modeling for teachers to incorporate new instructional delivery systems for both asynchronous and synchronous learning environments.</p>	275:3

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 have not added any new programs or expanded existing programs in the current year.	0

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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.	15,532	16,000	17,000
Maximizing in-person instruction time.	43,804	68,327	67,327
Operating schools and meeting the needs of students.	168,993	572,000	675,000
Purchasing educational technology.	0	213,806	50,000
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.	3,600	3,600	3,600
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	10,401	3,416	3,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	27,091	218,330	218,330
Supporting early childhood education.	39,695	93,000	93,000
Other (please describe below)	256,640	251,685	251,685
<b>Totals:</b>	<b>565,756</b>	<b>1,440,164</b>	<b>1,378,942</b>

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

Replacement of Hot Water Booster in Middle School Kitchen, ensuring items are properly cleaned. Replacement of a HVAC unit in the library, to ensure proper ventilation rates are maintained. Hiring a retired school nurse to take over contact tracing and health education of staff and students who may test positive to the COVID-19 Virus. Hiring BOCES Instructional Specialists and a Curriculum Coordinator to improve instruction delivery and train staff on latest teaching methods to close learning gaps and utilize technology further. Miscellaneous Benefits Costs.  
 Note: Computer technology was ordered for \$46,903, but the equipment has not been received yet, so those encumbered funds are being expensed in 2022-2023, as opposed to 2021-2022 as planned.