

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.

Based on public survey, the top three 1st priority results are the following: 37% Social-emotional supports and services, 33.3% Academic supports and interventions, and 14.8% Improving building and grounds infrastructure, including safety measures. The top three 2nd priority results are: 33.3% Academic supports and interventions, 22.2% Social-emotional supports and services, and 18.5% Curriculum aligned enrichment activities. The top three 3rd priority results are: 22.2% Academic supports and interventions, and 14.8% for the following: Curriculum-aligned enrichment activities, Social-emotional supports and services, and Improving building and grounds infrastructure, including safety measures. Further analysis averaging the categories for the top three priorities are 29.6% Academic supports and interventions, 24.7% Social-emotional supports and services, and 14.8% Improving building and grounds infrastructure, including safety measures.

Comments and recommendations focused primarily on providing additional social-emotional supports and services, such as extra counseling, mentoring, SEL program, and implementing P2 collectively. Other suggestions focused on providing academic intervention services, such as tutoring, 10 period and after school. Other comments indicated a need to improve building and ground infrastructures, including safety measure, such as windows, outdoor bathrooms, climate control, and gardens. Other comments indicated more project-based learning, hands-on, and interactive technology integrated into curriculum.

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 (# : #)
Goal: Safely returning students to in-person instruction- <ul style="list-style-type: none"> • Purchase new student desks and chairs to allow for appropriate spacing, group work, and personalized learning. • Purchase bottle water filling stations to allow for the safety of drinking water and students can refill personal water coolers. • Purchase TV screen/display interactive to allow whole school broadcasting, news, and guidance in case of an emergency. • Purchase large salad bar with approved screen guards to reduce virus transmission. 	1:10
Goal: Operating schools and meeting the needs of students- <ul style="list-style-type: none"> • Purchase storage barns for building and grounds storage and sports storage. • Purchase cafeteria tables and seating to allow for safe cafeteria table spacing and layout. • Purchase sanitation dishwasher for cafeteria food services cleanup. • Purchase tractor mower with attachments to allow for the mowing of lawns, clean walkways, and snow plowing. 	1:10
Goal: Purchasing educational technology- <ul style="list-style-type: none"> • Purchase Smartboards designed for teacher-student interaction and integration of technology into curriculum and instruction. • Purchase laptops for use with Smartboards for teacher-student interaction and integration of technology into curriculum and instruction. 	1:10
Goal- 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- <ul style="list-style-type: none"> • Tutoring for students who require 1:1 or small group instruction based on learning loss and goals. • Special education teacher will be employed to provide services to students who are classified with a disability. The special education teacher will work with small groups in all curriculum areas to support 	1:10

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Program Goals	Per Pupil Teacher Ratios (# : #)
student goals and objectives. <ul style="list-style-type: none"> • K-8 Math Consultant for professional development to allow for instructional strategies, meeting the standards, and instructional differentiation. • Professional development for SEL- Calming Anxious minds and Autism supports will allow staff to be trained in SEL strategies and supporting students who struggle. • Student assessments will be administered to evaluate academic programming. • Field trips to Cornell Cooperative Extension for hands-on learning. 	
Goal: Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs- <ul style="list-style-type: none"> • Planned Learning Communities (PLCs)- grade level teams to attend professional development on curriculum, priority standards, instruction, and student engagement. • Keys to Literacy- Literacy coaching provided to staff on best practices, reading and writing strategies, and student assessments. • Trauma-Informed professional development for staff and students to improve social emotional skills and recognize and address trauma. • Mentoring Program consultant to allow district to train and mentor new teachers. Goal setting, support and training provided. 	1:10
Goal: Offering evidence-based summer, after school, and other extended learning and enrichment programs- <ul style="list-style-type: none"> • Elementary Summer Program grades K-6- to provide academic intervention services , SEL supports for cooperative learning, and project-based instruction/enrichment activities, which will address learning loss and increase student engagement. • Grades 7-12 Extended Year/Credit Recovery to allow for students to remain on grade level and support students to receive course credit. • After School programming in conjunction with Cornell Cooperative extension to provide enrichment activities, differentiation, small group instruction, and address students' individual learning needs. • After School Program in coordination with Cornell Cooperative Extension to support academic and engagement activities. This includes differentiation, small group instruction, building literacy skills, and addressing individual students' learning needs. 	1:10

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 (\$)
Safely returning students to in-person instruction: <ul style="list-style-type: none"> • Purchase new student desks and chairs to allow for appropriate spacing, group work, and personalized learning (\$39,372). • Purchase large salad bar with approved screen guards to reduce virus transmission (\$3,588). 	42,960
Operating schools and meeting the needs of students: <ul style="list-style-type: none"> • Purchase sanitation dishwasher for cafeteria food services cleanup (\$40,876) • Purchase tractor mower with attachments to allow for the mowing of lawns, clean walkways, and snow plowing (\$57,231) 	98,107
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: <ul style="list-style-type: none"> • Special education teacher will be employed to provide services to students who are classified with a disability. The special education teacher will work with small groups in all curriculum areas to support 	74,557

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
student goals and objectives (\$66,519). <ul style="list-style-type: none"> • K-8 Math Consultant for professional development to allow for instructional strategies, meeting the standards, and instructional differentiation. • Professional development for SEL- Calming Anxious minds and Autism supports will allow staff to be trained in SEL strategies and supporting students who struggle (\$7,853). • Field trips to Cornell Cooperative Extension for hands-on learning (\$185). 	
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs: <ul style="list-style-type: none"> • Planned Learning Communities (PLCs)- grade level teams to attend professional development on curriculum, priority standards, instruction, and student engagement (\$18,163). • Keys to Literacy- Literacy coaching provided to staff on best practices, reading and writing strategies, and student assessments (\$21,528). • Trauma-Informed professional development for staff and students to improve social emotional skills and recognize and address trauma (\$2,100). • Mentoring Program consultant to allow district to train and mentor new teachers. Goal setting, support and training provided (\$5,000) 	46,791
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs: <ul style="list-style-type: none"> • After School programming in conjunction with Cornell Cooperative extension to provide enrichment activities, differentiation, small group instruction, and address students' individual learning needs. Supplies cost \$462. 	462

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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.	42,960	71,040	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	98,107	31,893	0
Purchasing educational technology.	0	20,000	18,000
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.	74,557	68,500	25,222
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	46,791	75,709	30,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	462	122,814	122,813
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	262,877	389,956	196,035

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

N/A