

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 not found a need to update our American Rescue funding plan. The district has not received any formal public comments regarding its approved APR-ESSER application. Informal comments have been positive and supportive.

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>Program Goals</p> <ol style="list-style-type: none"> 1. Provide continuity of instruction for special education programs, elementary, music, technology integration and counseling services. 2. Response to Intervention Services for students in kindergarten through third grade. 3. Learning loss initiatives: <ul style="list-style-type: none"> • Comprehensive after school programs for students • Summer school programming <p>Per Pupil Teacher Ratios</p> <p>Efforts to maintain continuity of instruction have allowed us to maintain adequate per pupil teacher ratio levels.</p>	1400:150

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<ol style="list-style-type: none"> 1. The Marcellus Central School District implemented an updated engagement platform (ParentSquare) which allows the district to provide better and more effective two way communication between schools and parents. In addition, enhanced our Response to Intervention (RTI) assessment tools to better identify student needs and gains, which will allow our RTI staff to better target student needs and foster student success. We also reorganized our RTI systems to ensure that we are providing the best resources in the right locations to all of our students. 2. The district implemented staff development programs centered around improving students' social, emotional, mental health and academic needs. 3. The district is using ARP funds to provide evidenced-based interventions through a variety of means. Using some of the research of Fisher as well as Mendling and Mather, we selected evidence-based practices to address identified student needs. Some of the interventions we implemented include a targeted student in-classroom support by specialists, an enhanced WIN (what I need time) during the school day, additional mental health counseling support inside of school, as well as support for general education teachers in identifying and addressing learning gaps. 4. We continue to implement and enhance our collective knowledge around trauma informed practices. Our counselors, social workers, and teachers continue to study and implement trauma informed practices into their daily activities and lessons with students. 5. Using research of Fisher, Mendling, and Mather as well as others, our Response to Intervention teachers have enhanced their identification skills and implement interventions faithfully and 	0

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>consistently to make targeted gains with identified students. These evidenced-based practices will continue to be studied and adopted by our general education teachers too as they work to amplify their Tier I instruction.</p> <p>6. The District continues to evaluate the effectiveness of after school programming by monitoring the attendance of such programs to assess its utilization. In addition, we continue to monitor and evaluate students' progress on the continuum of social, emotional, mental health, and academic needs. In some cases, students have exhibited multiple needs in a variety of areas and we will view student progress on both a micro level - analyzing the specific intervention's success and on a macro level, assessing the progress of the whole child.</p>	

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.	584,964	572,329	560,774
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.	38,435	38,435	38,435
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	623,399	610,764	599,209

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

(No Response)