

**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.**

The community has been very supportive of the implementation of the ARP fundings as outlined and disseminated by the Oriskany Central School District. The community commented positively on the summer enrichment/learning loss program for elementary students, the afterschool enrichment/learning loss for students of both the Junior/Senior High School and Elementary school, and the retention of the RTI coordinator position because of the additional ARP funds.

**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 (# : #)
Address learning loss and provide enrichment opportunities for the Elementary school students over the summer K-6 grades (Summer 21-22)	7:1
Address learning loss and provide enrichment throughout the school year for the Elementary school students after school, K-6 grades (21-22 Academic Year)	5:1
Address learning loss and provide enrichment opportunities for the Elementary school students over the summer, K-6 grades (Summer 22)	10:1
Address learning loss and provide enrichment opportunities for the Elementary students after school, K-6 grades (22-23 Academic Year)	5:1
Address learning loss for Junior/Senior High School Students, grades 7-12 over the summer. (Summer 21)	2:1
Address Learning loss throughout the school year for Junior/Senior High School students after school, grades 7-12 (21-22 academic year)	10:1
Address learning loss for the Junior/Senior High School Students over the summer, grades 7-12 (Summer 22)	2:1
Address learning loss and provide enrichment for Junior/Senior High School Students after school, grades 7-12 (22-23 Academic Year)	10:1
Provide remote instruction for students who cannot attend due to illness (i.e. COVID-19) in both the Elementary and Junior/Senior High Schools, grades K-12 (21-22 Academic Year)	1:1
Provide remote instruction for students who cannot attend due to illness (i.e. COVID-19) in both the Elementary and Junior/Senior High Schools, grades K-12 (22-23 Academic Year)	1:1
Provide additional opportunities for student participation in extracurricular activities (i.e. girls intramurals, robotics, tech club, positivity project, science olympiad) for students in both the elementary and Junior/Senior High School, grades K-12 (21-22 Academic Year)	10:1
Provide additional opportunities for student participation in extracurricular activities (i.e. girls intramurals, robotics, tech club, positivity project, science olympiad for students in both the Elementary and Junior/Senior High Schools, grades K-12 (22-23 Academic Year)	10:1
Provide additional support for identifying/providing services for students in need of speech-related services, grades K-12 (21-22 Academic Year)	1:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
Directly employ a response to intervention coordinator to address learning loss caused by the pandemic, grades K-12 (21-22 Academic Year)	3:1
Directly employ a response to intervention coordinator to address learning loss caused by the pandemic, grades K-12 (22-23 Academic Year)	3:1
Maintain high level of counseling services to address mental health issues directly related to the pandemic, grades K-7 (21-22 Academic Year)	1:1
Maintain high level of counseling services to address mental health issues directly related to the pandemic, grades K-7 (22-23 Academic Year)	1:1
Employ a math instructional coach to work with administration, instructional faculty, and staff to support professional learning in the area of mathematics in grades 5-12. This professional learning is driven by the 20-21 math audit and student data sets. (21-22 Academic Year)	N/A
Employ a math instructional coach to work with administration, instructional faculty, and staff to support professional learning in the area of mathematics in grades 5-12. This professional learning is driven by the 20-21 math audit and student data sets. (22-23 Academic Year)	N/A
Partner with the outside contractor (i.e. The Reading League) to provide professional development experiences for faculty and staff using scientific evidence-based research on how students learn to read in order to improve student achievement. (21-22 Academic Year)	N/A
Partner with the outside contractor (i.e. The Reading League) to provide professional development experiences for faculty and staff using scientific evidence-based research on how students learn to read in order to improve student achievement. (22-23 Academic Year)	N/A
Partnered with the outside contractor (i.e. Western New York Education Service Council) conducted a "Special Education Efficiency Study" this study provided longitudinal data and anecdotal analysis of the district-wide Special Education program in order to assist student achievement and academic development, Grades K-12. (21-22 Academic Year)	N/A
Provided Professional in the form of Zones of Regulation Training. The zones of regulation framework and curriculum teach students to scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness, grades K-7. (21-22 Academic Year)	20:1

**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 (\$)
Currently, the district is holding true to the parameters of the submitted ARP-ESSER Funding and will continue to maintain the programs at the current levels	0

**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

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Operating schools and meeting the needs of students.	66,928	6,889	0
Purchasing educational technology.	0	32,061	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.	183,344	210,076	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	137,820	198,306	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	43,479	50,000	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>431,571</b>	<b>497,332</b>	<b>0</b>

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

(No Response)