

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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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.

1. The District's Board of Education meets twice a month. ARP ESSER funding, and expenditures for programming, supplies, materials and equipment are discussed at these meetings. Community members are allowed to address the Board of Education during public comment. The Board received additional information and feedback for the literacy program contained within its ARP ESSER funding.
2. The District's Administrative Team meets twice a month. ARP ESSER funding, and expenditures for programming, supplies, materials and equipment are discussed at these meetings. The District receives feedback on how ARP ESSER funding is impacting buildings, and departments.
3. The Director of Pupil Services meets with his Department monthly. During his meetings, the team discusses ARP ESSER programming, supplies, materials and equipment pertaining to special education programs. The team provides the Director of Pupil Services with feedback to take to the Administrative Team meetings.
4. The building principals meet with their leadership teams, and full faculties monthly. During their meetings, the teams discuss ARP ESSER programming, supplies, materials and equipment pertaining to building-level programs. The leadership teams, and faculties provide the building principals with feedback to take to the Administrative Team meetings.
5. The Director of Facilities conducts monthly meetings with the Operations and Maintenance Department. During the meetings, the team discusses ARP ESSER programming, supplies, materials and equipment pertaining to the health and safety of students, staff and visitors in the District. The Director of Facilities provides feedback to the Superintendent of Schools during weekly meetings.
6. The District advertised for a public hearing to discuss ARP ESSER programming on June 7, 2022. The public hearing was scheduled for June 27, 2022. The Superintendent of Schools presented ARP ESSER programming to date at the hearing. Community members were allowed to provide public comment.

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 (# : #)
Allocations will cover necessary staffing needs for the following: <ul style="list-style-type: none"> • Certified Building Substitutes to provide coverage for staff members absent due to COVID-19 protocols and ensure students have continuous instruction and no further loss of learning (Two (2) Total - One (1) per building). 	379:1
Allocations will cover necessary staffing needs for the following: <ul style="list-style-type: none"> • Support Staff Substitutes to provide coverage for teacher aides/assistants absent due to COVID-19 protocols and ensure students have the additional supports needed in class for continuous instruction and no further loss of learning. 	15:1
Allocations will cover necessary staff and services for the following: <ul style="list-style-type: none"> • Provide student transportation to new comprehensive afterschool programs and summer enrichment opportunities. 	45:1
Allocations will cover services for the following: <ul style="list-style-type: none"> • Translation services between teachers, students, and parents to ensure proper communication and instruction is occurring between all necessary parties. 	1:1
Allocations will cover necessary staff, services and equipment needs for the following: <ul style="list-style-type: none"> • Provide occupational therapy services to students who lost such services during the mandated school closure or are in need of additional therapy services. 	1:1
Allocations will cover human resources needs for the following: <ul style="list-style-type: none"> • Overtime costs for Operations and Maintenance staff to properly clean and disinfect school facilities 	231:6

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Program Goals	Per Pupil Teacher Ratios (# : #)
after-hours to limit the spread of the COVID19 virus.	
Allocations will cover supplies, materials, and human resources needs for the following: <ul style="list-style-type: none"> • Provide professional development to support staff members (teacher aides/assistants) to ensure they are up-to-date on current curriculum and interventions. 	15:1
Allocations will cover supplies, materials, and equipment needs for the following: <ul style="list-style-type: none"> • Promethean Interactive Displays for classrooms throughout the district. These boards allow students and staff to learn, create and collaborate with interactive displays that immerse students in curriculum and instruction. 	15:1
Allocations will cover supplies, materials, and equipment needs for the following: <ul style="list-style-type: none"> • Partner with local BOCES/RIC to expand District wireless network/infrastructure. This will allow students and staff the ability to access high quality internet in all corners of our District. 	1:1
Allocations will cover supplies, materials, equipment, and human resources needs for the following: <ul style="list-style-type: none"> • Partner with local BOCES/RIC to upgrade student and staff Chromebooks (one-to-one devices). This will allow students and staff to access instructional software and communicate at any given time, even from home. Facilities Equipment. 	1:1
Allocations will cover supplies, materials, equipment, and human resources needs for the following: <ul style="list-style-type: none"> • Orbital Hydro Cleaning machines to ensure proper cleaning and disinfecting of district facilities and classrooms to help stop the spread of the COVID-19 virus. 	231:6
Allocations will cover supplies, materials, equipment, and human resources needs for the following: <ul style="list-style-type: none"> • Robotic floor scrubber machines to ensure proper cleaning and disinfecting of district facilities and classrooms to help stop the spread of the COVID-19 virus. 	231:6
Allocations will cover supplies, materials, equipment, and human resources needs for the following: <ul style="list-style-type: none"> • Water bottle filling stations to replace traditional drinking fountains. These stations are completely hands-free and will help stop the spread of the COVID-19 virus. 	100:1
Allocations will cover supplies, materials, equipment, and human resources needs for the following: <ul style="list-style-type: none"> • Facility Supplies/Materials - Directly related to helping stop the spread of the COVID-19 virus. • Hand sanitizing solution • Disinfecting solution • Disposable masks • MERV 14 HVAC air filters • MERV 13 HVAC air filters 	15:1
The District has included several items in its American Rescue Plan grant application to ensure students receive continuous, in-person instruction. These items include: <ul style="list-style-type: none"> • Operations & Maintenance Staff Overtime - Our facilities must be properly sanitized and disinfected to ensure students (Low-income, Students of Color, English learners, children with disabilities, homeless students, children in foster care, and migratory students) can continue attending school in-person. This portion of the grant proposal will continue to protect our students and staff from COVID-19. 	15:1
The District has included several items in its American Rescue Plan grant application to ensure students receive continuous, in-person instruction. These items include: <ul style="list-style-type: none"> • Support Staff Professional Development - The District has returned several self-contained special education classrooms to its facilities. This has resulted in the on-boarding of several new instructional support staff employees. The District would utilize the grant to provide these employees with trainings to better meet the needs of our students (Low-income, English learners, children with disabilities, and migratory students). 	15:1
The District has included several items in its American Rescue Plan grant application to ensure students	15:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>receive continuous, in-person instruction. These items include:</p> <ul style="list-style-type: none"> Supplies and Materials - The supplies and materials included in this grant are dedicated to ensuring a safe in-person learning environment. Cleaning and disinfecting solutions will support all instructional spaces, but will particularly protect our medically fragile students. Air filters will ensure the circulation of clean air, particularly in the classrooms of our medically fragile students. 	
<p>The District has included several items in its American Rescue Plan grant application to ensure students receive continuous, in-person instruction. These items include:</p> <ul style="list-style-type: none"> Student & Staff Chromebook Upgrade - The District is one-to-one with its technologies. All of our students and teachers utilize their school-provided devices to access instructional resources. In order to continue providing instruction using one-to-one devices, the District must continue to keep its devices current. Our students (Low-income families, English learners, and children with disabilities) and teachers utilize Chromebooks to for: instruction, translation services, and related service interventions. 	1:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> Wit & Wisdom students are invited to read content-rich and complex texts that build their knowledge of important topics as they master literacy skills. Core texts are wide ranging, varied, and provide a careful balance of literary, informational, and fine art texts. Each module focuses on a topic or theme that builds students' content knowledge through the use of rich interdisciplinary grade-level texts. Essential topics strategically reoccur, empowering students to deepen their understanding of core knowledge across Grades K–8. Wit & Wisdom leads students to develop reading, writing, speaking and listening, vocabulary, and language skills in concert. Instead of addressing standards one by one, in isolation, <i>Wit & Wisdom</i> arranges for students to practice required language arts skills in the context of module content. Instead of leveled readers that limit engagement and deeper learning, students are invited to read content-rich and complex texts that will build their knowledge of important topics as they master literacy skills. The selected core texts are wide-ranging and varied and provide a careful balance of literary, informational, and fine art texts. Boom Learning is a Tier II and III reading intervention the District uses to provide academic support to its struggling readers. 	15:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The K - 12 Instructional Mentor will: Provide coaching for teachers. Lead data team meetings. Collaborate with the building principals on instructional initiatives and curriculum development. Collaborate with grade level/department chairpersons on instructional initiatives and curriculum development. Ensure instructional initiatives are implemented with fidelity. Monitor instructional initiatives for effectiveness. 	15:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The grant proposal includes salary, and fringe benefits for an Elementary Reading Teacher and Special Education Teacher. The inclusion of both of these positions supports the District's initiatives to improve the number of students reading on grade level and provide special education instruction to high-needs students in the District's facilities. 	5:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> Boom is a platform that allows teachers to create digital activities for students. Boom "decks" are made up of individual, digital task cards for students to complete. Proloquo2Go Application allows children who can't speak to use this augmentative and alternative 	1:1

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<p>communication app for iOS as a daily communication tool and to build language skills.</p> <ul style="list-style-type: none"> LAMP Words for Life is designed to meet the communication needs of children with autism and other developmental disabilities. Based on the Language Acquisition through Motor Planning (LAMP) methodology, its consistent motor plan enables early success and allows the client's vocabulary and communication skills to grow. TouchChat is a full-featured, communication solution for individuals who have difficulty using their natural voice. TouchChat is designed for those with Autism, Down Syndrome, ALS, Apraxia, Stroke, and other conditions that affect a person's ability to use natural speech. 	
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> District students have the opportunity to enroll in Accelerated College Enrollment courses through SUNY Genesee Community College. This portion of the grant allocation would cover tuition costs for students enrolled in the program. 	15:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The District currently has one (1) student competing as an incomplete team in air rifle through the New York State Public High School Athletic Association. The District conducted a survey of its student body and there are enough students interested in the sport to establish a District team. A portion of this grant would be used to purchase the items needed for this interscholastic athletics opportunity. 	10:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The speech-language department will use iPads for interventions during therapy sessions. These sessions are aligned to students' individual education plan goals and are used for improvement services for general education students. 	1:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The visual arts department requires replacement of its outdated ceramics supplies. A portion of this grant will be used to replace pottery wheels in the visual arts studio. 	15:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The science department needs to replace aging supplies in its laboratories. A portion of this grant will be utilized to replace microscopes in the science rooms. 	15:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The District will be constructing new instructional facilities on school property as part of its upcoming capital improvement project. The District will be constructing a five-pad tennis/pickle instructional space. A portion of the grant will be used to purchase equipment to support this new learning opportunity. 	15:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The mathematics department is replacing broken and non-functioning supplies. A portion of this grant will be dedicated to purchasing standard and graphing calculators. 	15:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The performing arts department is in need of replacement instruments for students. Many students are unable to purchase their own instruments and must utilize the school's instruments. A portion of the grant will be used to replace instruments that can no longer be repaired and purchase new instruments. 	50:1
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The physical education department will be adding additional units for outdoor activities. One unit will include snow shoeing. The other unit will include paddle boarding. A portion of the grant will be used to purchase the supplies to support these units. 	15:1
<p>Addressing the Impact of Lost Instructional Time:</p>	15:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"> The agriculture department is expanding its animal science, leadership and agricultural business offerings for students. A portion of the grant will be utilized to purchase animal kennel cages for the animal science courses and a CNC plasma cutting machine and table for the leadership and agricultural business courses. 	
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> The District continues to update its obsolete/broken technologies. The District is replacing its out-of-date projection systems with Promethean Interactive Panels. The panels provide students with another way to interact with technology in the classroom environment. In addition, the panels allow instructors to invite visiting experts into their classrooms or take students on virtual field trips. 	15:1
<p>Comprehensive After School</p> <ul style="list-style-type: none"> The performing arts have been hit particularly hard by COVID-19. Students in the District have not been able to participate in musical performances and dramatic productions as a result of regulations related to COVID-19. The District's musical performances and dramatic productions incorporate students with disabilities, English language learners, students experiencing homelessness, students in foster care, and migratory students. In addition, the District's musical performances include curriculum-aligned enrichment in the areas of: English/language arts, mathematics, visual arts, performing arts, physical education, and technology. The District will restore its musical productions and dramatic performances as part of its grant application. The District will engage the services of a local professional theatre company to provide multiple performances over multiple years. Performances will include: cabarets, musicals, and plays. The grant application includes fees for engaging with the local professional theatre company and licensing fees for theatrical productions. The objective of the proposal is to reinvest in an opportunity that was restricted during COVID-19. Resulting productions will benefit all students and lead to a sustainable dramatics department at the Perry Central School District. 	30:1
<p>Summer Learning and Enrichment</p> <ul style="list-style-type: none"> The District will establish summer academies for students in grades K - 12. Students will receive instruction in: <ul style="list-style-type: none"> Literacy Mathematics Physical Education Science Technology Engineering Visual Arts Performing Arts Special Education Planned Days/Hours/Weeks <ul style="list-style-type: none"> Five (5) days per week Four (4) hours per day Six (6) weeks Students may be assigned or may opt-into the program. 	12:1

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 (\$)
New Programs in the Current Year	619188

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> • Certified Building Substitutes • Occupational Therapy services • Literacy Curriculum • Instructional Mentor • Boom digital activities • Proloquo2Go augmentative and alternative communication • LAMP communication program • TouchChat speech solution • Physical education offerings - Snowshoeing, Paddleboarding, and tennis <p>Expansion of Existing Programs in the Current Year</p> <ul style="list-style-type: none"> • Support staff substitutes • Translation services • Overtime costs for Operations and Maintenance Staff • Literacy Teacher • Special Education Teacher • Professional development for support staff • Installation of Promethean Boards • Upgrade Chromebooks • Installation of water bottle filling stations • Cleaning and disinfecting supplies and materials • Employee benefits for human resources expenditures • Interscholastic Athletics Expansion - Air Rifle • iPads for speech classrooms • Microscope replacement • Calculator replacement • Musical instrument replacement 	

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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.	23,286	114,154	73,620
Maximizing in-person instruction time.	84,902	24,068	0
Operating schools and meeting the needs of students.	0	235,360	235,360
Purchasing educational technology.	297,581	137,076	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.	211,877	307,240	307,240
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	1,542	159,031	159,031
Supporting early childhood education.	0	0	0
Other (please describe below)			

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
	0	0	0
Totals:	619,188	976,929	775,251

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

(No Response)