

State Budget Reporting Survey - Budget ReportingBackground/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.

Members of the Greenville Central School District administrative team (school and district administrators, directors and supervisors, which includes the director of pupil personnel services/special education) met multiple times to discuss planning for grant funds. Use of grant funds was also discussed when the superintendent met with the president of the teacher's union. The building principals also held meetings with shared decision making groups (team leaders and department chairs) to continue those discussions and brainstorm ideas for the use of funds. The District also distributed a survey to stakeholders (students, parents, faculty/staff and community members) in June of 2021. The survey identified the amount of grant funds that the District would receive as well as the specific grant guidelines and timeline for the use of funds. Stakeholders were informed that the District would post on the website its plan for funds, including prioritized spending plans and how the District planned to support expenditures that would continue after the expiration of grant funds. The superintendent shared the results of the survey during a public Board of Education meeting in July of 2021 which was live streamed and recorded for stakeholders to view. During the Board of Education presentation, the superintendent reviewed the guidelines and timelines of the grants, discussed the alignment of the use of funds with the District vision and subsequent needs related to the COVID-19 pandemic. Proposals were considered that addressed newly identified needs, supported or enhanced existing activities and/or represented an innovative step forward for the District. The District also considered if expenditures were short-term and targeted post pandemic gap-closing or whether a plan would be needed to sustain the expenditure once federal funds expire. The survey was broken into the following categories: Facilities and Operations: Safety and Security, Outside Learning and Eating Spaces, Educational Technology Upgrades, Ventilation and Air Filtration; Academic Programs and Opportunities: Summer Programming, After-School Academic Programming, Academic Intervention Support, Enrichment Programming, Social, Emotional and Mental Health Support, Early Education and Professional Learning for Educators. The superintendent also sent a letter to all faculty and staff outlining the federal stimulus funding and the stakeholder feedback survey. Once the grant was approved, the grant application and corresponding documents were posted on the district website. The use of stimulus funds continues to be discussed at the Board of Education level as program reviews (ex. programs designed to address learning loss and closing the gap as a result of the pandemic) are presented to the Board of Education. Stakeholders are able to attend board meetings in person and they are recorded and available following the meeting. The superintendent also reviewed the proposed spending plan with the district level shared decision making team which consists of parents, union membership, teachers, support staff and students. The district level shared decision making team continues to be updated on the implementation of the plan by the superintendent. An update on how the use of federal stimulus funds have boosted district programming was included in the Greenville Central School District Budget Newsletter that was mailed to every district resident in the Spring of 2022 as well as available on the district website.

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>ARP ESSER funds were primarily earmarked for addressing the impact of the COVID-19 pandemic on students' learning loss which resulted from interrupted instruction, including providing for extended learning and enrichment programs. Funds were also used to implement strategies to meet the social, emotional, mental and academic needs of students.</p> <p>Funds were utilized to hire instructional coaches to work with teachers and interventionists to enhance effective classroom pedagogy and curricular alignment. Additional interventionist specialists worked with teachers and students to support the RtI processes in place to help support students struggling academically.</p> <p>Several part time teachers were increased to full time FTE status to assist with providing academic as well as SEL support to students. A full time social worker was hired, as well as an additional speech language pathologist.</p> <p>Professional development has been/will be provided to support strengthening instructional practices, particularly in reading.</p>	<p>18</p>

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Program Goals	Per Pupil Teacher Ratios (# : #)
Funds were also used to safely return students to in-person instruction. Funds were allocated to purchase two floor scrubbers which have been utilized on both sides of the campus to assist in the cleaning and disinfection of the buildings.	0
ESSER funds were utilized to operate schools in a way that meets the needs of the students and purchase educational technology. Funds have been set aside for the purchase of crowd strike, a cybersecurity program, as well as to purchased instructional technology, live streaming setups, network closet power supplies, and security cameers to provide coverage in areas of expanded WiFi access in outdoor areas and learning spaces.	0

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 (\$)
Funds were also used to safely return students to in-person instruction. Funds were allocated to purchase two floor scrubbers which have been utilized on both sides of the campus to assist in the cleaning and disinfection of the buildings.	\$35,334
ESSER funds were utilized to operate schools in a way that meets the needs of the students and purchase educational technology. Funds have been used to purchase instructional technology, live streaming setups, network closet power supplies, and security cameers to provide coverage in areas of expanded WiFi access in outdoor areas and learning spaces.	223,683
ARP ESSER funds were primarily earmarked for addressing the impact of the COVID-19 pandemic on students' learning loss which resulted from interrupted instruction. Funds were also used to implement strategies to meet the social, emotional, mental and academic needs of students. Funds were utilized to hire instructional coaches to work with teachers and interventionists to enhance effective classroom pedagogy and curricular alignment. Additional interventionist specialists worked with teachers and students to support the RtI processes in place to help support students struggling academically. Several part time teachers were increased to full time FTE status to assist with providing academic as well as SEL support to students. A full time social worker was hired, as well as an additional speech language pathologist. Professional development has been/will be provided to support strengthening instructional practices, particularly in reading.	477,333
ESSER funds were used to provide for extended learning and enrichment programs, including field trips aligned to course learning outcomes.	2,021

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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.	35,334	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	10,000	10,000
Purchasing educational technology.	223,683	38,123	38,123

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
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.	427,969	392,712	392,712
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	49,364	55,948	55,948
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	2,021	20,933	20,932
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	738,371	517,716	517,715

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

(No Response)