

**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.

**1a. Please provide a summary of those changes and the need informing those changes.**

Peru CSD gathered input during the 2021-2022 budget development process, administrative groups discussed the use and implementation of ARP funds, and feedback was shared with district constituents. Since that time, budget amendments have been submitted to address minor changes, ultimately the district plan has remained unchanged in its programmatic and fiscal focus. Budget changes included removing a Freshman Academy TA position no longer needed and decreasing the Technology Support Specialist salary as it was less than originally budgeted/anticipated. The district utilized the amended ARP funding to increase Kindergarten, 1st and 2nd grade Teacher Salaries to support class size reduction. Additionally, the district increased academic/credit recovery teacher stipends to provide students with additional academic support opportunities focused on mitigating learning loss due to lost instructional time. The district will continue to gather input through Board of Education meetings, informal meetings among district administration and staff, and public feedback via the "Contact Us" feature on the district's website.

**2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.**

Peru CSD gathered input during the 2021-2022 budget development process, which took place in February-April 2022. Administrative groups discussed the use and implementation of ARP funds, and feedback was shared with district constituents. The ARP Plan was posted on the district website. Since that time, budget amendments have been submitted to address minor changes to our plan, but our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through Board of Education meetings, informal meetings among district administration and staff, and public feedback via the "Contact Us" feature on the district's website. As substantive revisions are made to the plan, we will formally solicit 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 (# : #)
Kindergarten Class Size Reduction - Increase the number of individualized student-teacher interactions to improve student learning	17:1
1st Grade Class Size Reduction - Increase the number of individualized student-teacher interactions to improve student learning	17:1
2nd Grade Class Size Reduction - Increase the number of individualized student-teacher interactions to improve student learning	16:1
Chemistry Class Size Reduction - Increase the number of individualized student-teacher interactions to improve student learning	15:1
Elementary Academic Recovery - Provide additional instruction and support toward the goal of students attaining grade level proficiency during the school year	15:1
Middle School Academic Recovery - Provide students with opportunities to complete missing or incomplete assignments to recover credit for previously failed courses during the school year	15:1
High School Academic Recovery - Provide students with opportunities to complete missing or incomplete assignments to recover credit for previously failed courses during the school year	15:1
Summer Credit Attainment - Provide students with opportunities to use Pearson Gradpoint LMS to recover credit for previously failed courses over the summer	11:1
Medical Remote Instruction - Provide instructional support for medically remote students	7:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
PM School - Provide an Alternate Education Program for at-risk students struggling in regular school environment in a small group afters chool setting	8:1
Academic/Transition Program - Transition medically remote students to in-person instruction	7:1

**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 (\$)
Medical Remote Instruction - Teachers act as liaisons between medically remote students and classroom instructors; obtain and supplement students' classroom teaching materials; host Google Meets; communicate directly with parents/guardians (Grades 7-12 ELA, Math, Science, Social Studies, Special Education)	\$40,000
Academic/Transition Program - Transition students from remote medical to the regular school day and assist other students with challenges coming to school; work with students in the classroom setting with a student population not to exceed 15 students/teacher; provide structured work environments and coordinate completion of the specific assignments of each student; collect completed assignments and return them to the student's appropriate classroom teacher; communicate student progress to parents/guardians via ParentSquare; provide additional instruction and support toward the goal of students attaining grade level proficiency (Grades 9-12)	\$5,000
Academic/Credit Recovery -Teachers work with students in the classroom setting with a student population not to exceed 15 students/teacher (classrooms were organized by grade level when possible and assigned/designated by admin); provide structured work environments and coordinate completion of the specific assignments of each student; collect completed assignments and return them to the student's appropriate classroom teacher; communicate student progress to parents/guardians via ParentSquare; provide additional instruction and support toward the goal of students attaining grade level proficiency (Grades 3-12)	\$20,000
Summer Credit Attainment - Administer summer credit recovery using the Pearson GradPoint LMS program; provide a variety of learning materials and resources for use in educational activities; observe and evaluate student performance and development; establish and communicate clear objectives for all learning activities; encourage and monitor the progress of individual students; provide appropriate feedback on work; deliver lesson plans and instructional materials that facilitate active learning (Grades 9-12; ELA, Math, Science, Social Studies, Special Education)	\$20,000
PM School - Alternative Education program (small group after school setting) for at-risk students struggling in a regular school environment in which teachers, administrators and staff provide student support and accommodate students' individual academic, social, physical and behavioral needs; work collaboratively on instructional teams along with all student support service personnel and nursing personnel; deliver instruction in core subject areas; and assist with attendance and record keeping (Grades 6-12; ELA, Math, Science, Social Studies, Special Education, Teaching Assistant)	\$40,000
Registered Nurse - Assist with COVID-19 contact tracing and testing; provide school health services; oversee school health policies and programs; serve as a liaison between school personnel, family, community and healthcare providers to advocate for health care and a healthy school environment	\$88,000
Curriculum Development/Planning - Stipends for teachers to develop/plan their curriculum to respond to the effects of COVID-19 such as remote learning, hybrid learning, and social-emotional learning	\$35,500
Class-Size Reduction Teachers for Kindergarten, 1st grade, 2nd grade, and high school science to increase the number of individualized student-teacher interactions intended to improve student learning	\$300,000

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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.	49,167	49,167	63,167
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	48,795	48,795
Purchasing educational technology.	0	16,490	16,490
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.	1,082,718	1,243,386	1,208,929
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	134,337
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	294,147	294,149
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>1,131,885</b>	<b>1,651,985</b>	<b>1,765,867</b>

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

(No Response)