

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 District sent out a survey in August 2021 to district stakeholders. The District had 512 responses with a breakdown of 54% were parents/family members, 39% were employees, 5% were community members, and 2% were students. The most important priorities for community members were to address Social Emotional needs in students, and maximizing student learning. This information was presented to the community on October 12, 2021 and the district is planning on another presentation to the community in August or September 2022.

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 (# : #)
Summer Programming LEAP - LEAP is a literacy based summer program for students that includes LitCamp curriculum, reading intervention, and academic enrichment activities. Prior to COVID we had programming for 60 students at each location, following COVID we increased programming to service 120 students at each location. Students receive 1:1 academic interventions from district teachers.	1:1
Summer Programming JUMP - JUMP was implemented during the 2021-2022 school year to address learning loss in Middle School students. It is a project based learning summer program that focuses on STEM and literacy. This program provides literacy intervention and academic enrichment activities as well that focus on real world learning experiences. Students receive 1:1 academic interventions from district teachers.	1:1
ELL Summer Program - This program is designed for ELL students entering into 9th Grade. This program will assist with learning loss as well as with the transition into high school - two areas that our ENL students struggle with the most. Some goals include: <ul style="list-style-type: none"> • Provide academic language pre-teaching, provide background information for content classes (living environment and algebra, specifically, as those are mandatory Regents classes for Freshmen) • Enhance metalinguistic awareness to improve general reading comprehension • Teach study and organization skills • Educate students on the graduation requirements and course credit requirements • Engage parents in students' preparation for high school graduation 	12:3
Hire Staff for Social Emotional Needs: Social Workers - The district hired 3 District social workers at the end of the 2021-22 that will be supported by the ARPA funds in 2022-23. The district also contracts with a community agency for additional social workers district wide. District social workers contribute to the development of a healthy, safe and caring environment by advancing the understanding of the social and emotional development of children and the influences of family, community and cultural differences on student success. Social Workers provide services to students who are at-risk for school failure and/or demonstrating social, emotion and behavior problems and be a link connecting students to the home, school and community. Paraprofessionals - The district plans to hire 15 (8 will be supported by ARPA) additional paraprofessionals who will receive training in nonviolent crisis intervention and youth mental health first aid to assist with the social emotional needs of district students.	200:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>Program - Bridge Summary - Following remote learning at the end of the 2019-20 and 2020-21, and anticipated plans for reopening of buildings, every 8th grader at the District spent one week to “bridge” them from Middle School to the High School. During this week, students were connected with building leaders, school counselors, extracurricular advisors, etc. Additionally students learned study skills, social emotional skills, and how to create good habits as they prepared to not only return to school full time and in person, but as a high school student.</p>	21,716.82
<p>Program - Diversity, Equity and Inclusion Programming Summary - The District implemented a Diversity, Equity and Inclusion initiative during the 2021-22 school year using ARPA funds. The goal of this program is to evaluate current DEI practices for the district, whose student population is high-poverty and diverse. The goal is to initially address the immediate issues following the COVID-19 pandemic, while creating ongoing and sustainable practices for district students.</p>	54,046.41
<p>Program - JUMP Summer Programming Summary - JUMP was implemented during the 2021-2022 school year to address learning loss in Middle School students. It is a project based learning summer program that focuses on STEM and literacy. This program provides literacy intervention and academic enrichment activities as well that focus on real world learning experiences.</p>	55,012.97
<p>Program - Expansion of LEAP Summary - LEAP is a literacy based summer program for students that includes LitCamp curriculum, reading intervention, and academic enrichment activities. Prior to COVID we had programming for 60 students at each location, following COVID we increased programming to service 120 students at each location.</p>	283,566.02
<p>Program - Read to Them Summary - The District used the One District, One book program where 5 elementary schools participated in reading the same book. They designed academic enrichment activities and curriculum around the book and incorporated families and the community in their reading events.</p>	20,963.20

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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.	168,733	100,000	100,000
Maximizing in-person instruction time.	0	100,000	100,000
Operating schools and meeting the needs of students.	3,125	1,000,000	750,000
Purchasing educational technology.	214,274	5,080,000	5,000,000
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.	274,423	1,250,000	1,250,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	36,590	650,000	650,000
Offering evidence-based summer,			

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
afterschool, and other extended learning and enrichment programs.	454,147	750,000	750,000
Supporting early childhood education.	0	75,000	75,000
Other (please describe below)	32,286	757,980	750,000
Totals:	1,183,578	9,762,980	9,425,000

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

Other-
 School Safety
 Classroom Equipment
 Diversity, Equity and Inclusion not related to COVID-19 Pandemic