

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.

In December of 2021, district leadership presented to the Board of Education and the community for public comment, the updated stimulus funds budget for the current and future school years. Internal stakeholder feedback was collected in September of 2021. The district will continue to move forward with the original plan of investing in staff pedagogy with a focus on accelerated learning (Visible Learning) and social emotional support for students (Resorative Practices). The only modification to the original plan is that once SED provided guidance on "meaningful contact with a certified teacher" for any student who is mandated to quarantine, the district began searching for three certified remote teachers versus using internal teaching assistants. The presentation can be found here: <https://www.greenisland.org/Page/280>

Feedback from all stakeholders has been positive. Internal staff agreed that the district should use funds to invest in increased pedagogy professional development with the teacher led "Impact Team" The feedback from staff in December, also suggested that the Impact Team expand participation with subcommittees to continue to develop the micro-credentials and review the district Code of Conduct. This shift did not impact the original budgetary expenses allocated with the original plan.

Community feedback was similar. Even though our community public hearings are not well attended, any feedback from the community has been positive. Recently, data was presented to the community of our increased literacy proficiency directly tied to academic literacy pods. This shift in research based pedagogy has more than doubled our elementary literacy proficiency in one year. Families and community members who participate in the public sessions, respond they hope the acadmice pods continue and the district continues to support teacher growth.

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 (# : #)
In order to implement prevention and mitigation strategies that will help us safely operate continuous in-person learning we plan to continue quarantining students and faculty that have been exposed to a positive COVID-19 case for 10 days after exposure. Funds will be allocated to hire three remote certified teachers that will support the learning of students who are quarantined. Initially, the district intended on hiring teaching assistants to fulfill the need of students temporarily, placed in quarantine, but with further guidance from SED, "meaningful contact with a certified teacher" required a shift to search for remote certified teachers in K-2, 3-6 and 7-12. Hiring certified teachers to support remote students will help prevent students from falling behind in their education awhile at the same time allowing teachers to focus on facilitating quality in-person learning experiences.	15:1
The 20% reserve of funds will be used to provide our students with summer programming - including credit recovery for grades 7-12 and summer enrichment for grades K-6. Over the next three school years, the district will host and support summer programming for both special education and general education students. Over a period of 6 weeks, teachers will design thematic weekly sessions that encompass STEAM activities. Students who qualify for extended school year services will be able to participate in addition to their daily/weekly special education programming. We know that a majority of our students are eligible for free and reduced lunch. Providing summer programming for students will help these families meet their children's basic needs while also helping to prevent the "summer slide" and fill in gaps created by COVID related circumstances.	20:1
The remaining funds will be used to support activities to address the unique needs of students with disabilities, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, by hiring a Director of Equity, Inclusivity, and Diversity. This person will be in charge of leading our special education program and equity efforts. We also have a small portion of the remaining	320:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
of funds that will be used to provide a remote learning program for some students who are unable to return to in-person learning due to COVID-19.	

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 (\$)
No new programs were added and no programs were expanded in the current school year.	0

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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.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	119,000	119,000	119,000
Purchasing educational technology.	0	0	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.	0	0	0
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.	35,000	62,000	62,000
Supporting early childhood education.	0	0	0
Other (please describe below)	25,000	25,000	24,141
Totals:	179,000	206,000	205,141

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

These funds support remote student learning for those unable to return to school due to COVID exposure, exhibiting COVID symptoms, or being placed on quarantine. Students with severe medical concerns who are unable to return to in-person instruction safely are also being provided remote, synchronous and asynchronous instruction through these funds.