

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.

The public meeting on the Elementary and Secondary School Emergency Relief (ESSER) was attended by parents, teachers, community partners, and members of the board of trustees.

Input from participants established ten areas of priority that were incorporated into the School's Reopening Plan and became the framework for the use of ESSER funds.

- Professional development for teachers on addressing learning losses caused by the pandemic
- Programs to ensure differentiated learning activities to address the needs of all students and close learning gaps
- Academic assessment of students and ongoing norm-referenced progress monitoring
- The procurement of adequate technology for staff, students, and families
- The procurement of research-proven learning programs that could be used remotely
- Health and safety within the school building
- Mental health and behavioral support
- Extended instructional time
- Cleaning and disinfecting within the building
- Safe transportation for students

Ongoing public discussion on the CSI Reopening Plan and use of ESSER funds takes place at regularly scheduled meetings of the Board of Trustees and open to the public either in-person or remotely.

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>Co-teaching Model In order to ensure differentiated learning activities to address the needs of all students, CSI initiated a co-teaching model, with two certified teachers and one teaching assistant in every classroom.</p>	1:10
<p>Professional Development CSI engaged the services of instructional specialists from Erie 1 BOCES to provide high-quality professional development to teachers and paraprofessionals on how to best address gaps in learning and still allow students to meet grade-level standards.</p>	1:10
<p>Social Emotional Learning and Mental Health of Students CSI hired one additional counselor and one additional social worker to address the social-emotional needs of students and provide behavioral support. All teachers received training from mental health specialists from Erie 1 BOCES on recognizing and responding to signs of trauma and crisis. Social workers administered the Teacher-Child Rating Scale (T-CRS) to identify and monitor students' emotional health and to determine which tier of intervention would best serve each child's needs.</p>	1:150
<p>Procurement of Technology CSI initiated a one-to-one computer program ensuring that each student in the school had a Chromebook for access to remote learning. Through the use of surveys, CSI determined how many households were without access to the Internet and provided active hotspots for these households.</p>	1:1
<p>Instructional Programs CSI adopted and purchased research-proven learning programs that could be used remotely if</p>	1:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
necessary.	
<p>Student Assessment and Progress Monitoring</p> <p>With consultation from instructional specialists at Erie 1 BOCES, CSI adopted and purchased research-proven assessment programs that could be used remotely if necessary.</p> <p>Norm-referenced progress monitoring assessments were administered five times during the school year for all students, bi-weekly for students at moderate risk, and weekly for students at high risk. Progress monitoring data was routinely disaggregated by subgroups, including economically disadvantaged, English language learners, students with one or more disabilities, gender, and race.</p>	1:1
<p>Extended Learning Time</p> <p>CSI offered an extended day program for students at no cost to families. During the program, students received tutoring and homework help. CSI also launched a four-week summer program to address learning losses. CSI also provided at-home online tutoring programs for families.</p>	1:10
<p>Safe Return to In-person Learning</p> <p>Ensuring a safe return to in-person learning was critical. CSI took concerns of staff and parents very seriously when developing the Reopening Plan and determining the use of ESSER funds. Initiatives included:</p> <ul style="list-style-type: none"> • Training all staff members on how to reduce the spread of COVID in the school setting • Providing information to all families on steps to reduce the risk of COVID, symptoms of COVID, and DOH requirements for quarantine and isolation • Increasing nursing services during the school day • Hiring additional staff to monitor an isolation room • Hiring additional custodians to clean and sanitize the building throughout the day • Hiring additional staff members to conduct health screenings for all students, staff, and visitors entering the building • Replacing all tables in classrooms with desks to ensure proper distancing • Installing touchless faucets on all sinks • Installing touchless paper towel dispensers in all rest rooms • Replacing drinking fountains with bottle filling stations • Running an extended day program to reduce the number of students on school buses • Upgrading HVAC filters • Replaced HVAC filters more frequently • Provided PPE to all staff and students as needed • Installing hand sanitizing stations throughout the building • Installing floor markers to ensure proper distancing • Purchasing supplies and materials to serve breakfast and lunch in each classroom instead of a common cafeteria 	1:1

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 (\$)
Co-teaching	\$410,171.66
Technology	\$80,226.24
Safe Return	\$78,520.97

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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

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the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	88,390	152,709	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	90,914	113,783	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.	390,434	126,808	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	151,698	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	69,775	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	569,738	614,773	0

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

(No Response)