

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.

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

FS10A for ESSER 2 to reclassify purchased services money to Boces Services for software purchase.
 FS10A for ESSER 5% to reclassify money from Boces Services to Equipment.

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

We have had limited feedback from our surveys and the public hearing is being held on June 23, 2022. We have been able to collect more informal feedback from parents, teachers, and students through ongoing discussions and through general feedback from families.

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>The Keshequa Central School District will prioritize the following programs to maximize in-person instructional time: summer instructional programming, enrichment activities, additional staff for Response to Intervention support and coordination, use of teachers on special assignment, providing professional development on researched-based best practices for instruction in in-person and virtual learning environments, continued employment of staff who support instructional technology, and implementation of after school tutoring/instructional programs.</p> <p>The Keshequa Central School District may use the following programs to operate its schools and meet the needs of students: purchase chromebooks/ipads, continue to employ staff who support instructional technology, continue implementation of COVID protocols, including purchase of personal protective equipment, cleaning supplies, furniture, and storage, costs to restructure instructional space, fund subscriptions for WiFi hotspots, and to deliver meals and instructional materials.</p> <p>The remaining funds in our grant will be used to provide a daily District substitute to cover faculty absences for either illness or professional development. Mentors will support newly hired teachers in their development into highly effective teachers who are able to not only teach in the classroom but manage the additional responsibilities that Covid has added to teaching positions.</p> <p>In order to support learning loss, we will add additional paraprofessional support to our afterschool and summer learning and enrichment programs.</p> <p>The District will continue to invest in technology that will be up to date and support teachers and students in in-person, hybrid, or remote learning. Software purchases will be vetted through our BOCES to ensure that it complies with EDLaw2d and the recommendations of the NIST framework. We will continue to purchase software to enhance learning and optimize instruction for all learners, prioritizing tools that support students who may need accommodations or adapted modalities. The hardware purchases of Chromebooks, laptops, and Viewsonics will allow the district to maintain an up-to-date fleet of devices for all faculty, staff, and students that can be utilized in school or at home each day.</p>	4:60

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
The District is utilizing a multi-tiered system of data to identify students' needs and monitor progress. Data is being gathered through several software systems that support assessment development,	906999

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>diagnostic assessment, data collection, and the disaggregation of data. Through an MTSS model, the District is using data teams to monitor student progress, adjust interventions and provide timely student support. The District has increased its capacity for providing intervention by adding instructional support positions at each of its three buildings. These positions provide targeted interventions to students and are tasked with monitoring data to assess student progress in skill deficit areas. The District uses multiple assessment tools(I-Ready, F &P Reading Levels, other tools for phonics and phonemic awareness, and classroom-developed Curriculum-based assessments) to collect ELA and Math data for our Kindergarten through 8th-grade students. Students in 9th -12th grade are monitored through their core classes' formative and summative unit assessments. We will monitor the Socio-emotional needs of all district students through the use of SEL survey tools specifically designed for each grade band. Through regularly scheduled data team meetings, students would qualify for specific interventions to target their specific areas of deficit. These interventions are progress monitored regularly, and the progress monitoring data, in addition to other ongoing assessment measures, will determine the continued need for remediation. Our District and building counseling teams meet on a regularly scheduled basis to identify Tier 1 SEL needs that can be addressed through our Character Education and PBIS programs. Each building has a building-level team that meets weekly to review student needs identified through classroom observations, behavioral data, and attendance. This team develops tier II and III plans that include progress monitoring steps to support students when the data determines a need for it.</p> <p>While the District has an established summer intervention program already for our 1st through 6th graders, we're expanding the grade levels, duration, and types of programs that we offer. The District is continuing to research additional programs that would provide increased instructional and socio-emotional benefits to its students. We are also developing additional afterschool programming to support students in the upper elementary and secondary schools to provide academic support and clubs and enrichment opportunities.</p>	

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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.	20,843	0	0
Maximizing in-person instruction time.	288,999	289,000	289,000
Operating schools and meeting the needs of students.	10,000	0	0
Purchasing educational technology.	100,000	58,000	60,000
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.	18,375	18,375	18,374
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.	2,500	2,500	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Totals:	440,717	367,875	367,374

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

(No Response)