

State Budget Reporting Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/06/2022

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.

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/27/2022

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.

Removal of \$120,000 to fund a social worker. We were unable to locate a social worker to help address the social and emotional needs of our students. After looking at hiring someone we partnered with our local BOCES to provide this service. That \$120,000 is now being used to fund a Director of Student Learning to help combat and address learning loss due to the COVID 19 pandemic. This position will help us revamp our overall instruction and curriculum. This will cover \$60,000 x 2 years for a total of \$120,000 in salary. In our second amendment, we removed \$186,000 from professional salaries originally intended for full-day UPK. We would like to do more community outreach to determine if our community would support moving from half-day UPK to full-day UPK and we were not able to implement that just yet. We have reallocated those funds for the following positions; Director of Facilities, 1.0 FTE x \$75,500 x 2 Years = 151,000 / Building Maintenance Assistant, 1.0 FTE x \$35,000 x 1 Year = \$35,000, Cleaner 1.0 FTE x \$30,000 x 2 Years = \$60,000 / Remove Full-Day UPK Aide 1.0 FTE x \$20,000 x 3 Years = \$60,000 We believe adding these three positions will provide the Principals with the resources necessary to address the needs of their schools and allow for planning, coordinating, and implementing activities to ensure all educational activities such as after school tutoring, provide space for educational opportunities, and ensuring all spaces are clean and maintain a healthy environment for students to learn in.

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

At the Board of Education meeting on June 16, 2022, a public presentation was provided on the status of federal stimulus usage. We discussed our programs and how they benefited students who experienced learning loss. We discussed future goals and allotments for different programs and uses of these funds and asked for any comments or questions that our community had. Everyone was very supportive of the direction and purposeful planning that went into the distribution of these funds. We are excited to continue providing for and supporting students who need additional support.

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 (# : #)
Respect, Integrity, Safety, and Excellence (RISE) program was created to support the diverse needs of students. One of our district-level goals is to increase access to our offerings so all students can reap the benefits of a well-rounded education. From academics to extracurricular programs, our school can help prepare students in many ways for their future. We see this opportunity as a way to help them develop their diverse talents. RISE will further support students who are experiencing the academic plateau.	8:1
Elementary Tutoring program was created for students who are demonstrating significant gaps in their learning as a result of the ongoing pandemic. Students who are struggling academically due to being impacted by quarantines related to COVID-19. The tutoring program runs from 3:30-5:00pm on Tuesdays and Thursdays. The tutoring program provides a comfortable and safe environment for students to achieve academic success.	2:1
High School Tutoring program was created to support students who are struggling academically due to learning loss created by COVID-19 quarantines. The tutoring program runs from 3:30-5:00pm on Tuesdays and Thursdays. The tutoring program provides a comfortable and safe environment for students to achieve academic success.	3:1
Additional elementary special education teachers were hired to better support the academic learning loss of children with disabilities.	2:1
Additional Math AIS teachers were hired to address the impacts of the COVID-19 pandemic on students	4:1

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/27/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
academic instruction and learning loss. These teachers are working directly with students identified as needing intervention, including children with disabilities, low-income students, English language learners, and students who may be homeless.	

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 (\$)
Additional Math AIS and elementary school special education teachers were hired to help intervene with identified students who have learning loss or ongoing needs.	352,903
Our RISE program was expanded to include high school students who are experiencing academic and emotional difficulties due to the COVID-19 pandemic. Students identified as having academic needs will be pulled from their normal study hall and placed in the RISE room for additional academic support.	49,466
The tutoring programs at both the elementary and high schools were developed to help students academically who have been impacted by quarantines related to COVID-19.	7131

American Rescue Plan (ARP) Spending Plan Reporting

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.	0	140,500	105,500
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.	352,903	236,050	236,050
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	49,466	145,534	135,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	7,131	56,560	56,559
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	409,500	578,644	533,109

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

(No Response)