

**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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**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.**

We engaged the following group of stakeholders through in-person, virtual meetings, and utilized surveys in June of 2021. The stakeholder group consisted of:  
 Administrators, teachers, instructional coaches, Elementary School grade level chairpersons, High School Department chairpersons, educators of students with special needs, Related service providers (School Psychologist, Speech-Language Pathologists, Physical Therapist, Occupational Therapist, English as a Second Language Teacher) our Gillam Grant Community Center, parents and families, buildings and grounds, and our social emotional learning consultant to the district.  
 The district surveyed staff and families to help develop the plan to use the ARP funds in June of 2021. The survey was sent through district communication platform to all families. Results were reviewed by a committee including administrators, staff, and families.  
 On June 24th, 2021 we had a Public hearing at our BOE meeting for the draft ARP application. The District did not receive any public comments. We continue to follow up with families and staff members through our district communication platform. Follow up will include updates about program activities and opportunities to gather stakeholder feedback on programs funded by the ARP grant. We will use the feedback to determine continuation or revision of programming for learning loss.  
**There have been no changes to our original approved ARP ESSER Plan application.**

**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><b>Math and ELA Interventions Grades K-8</b></p> <p>The district will utilize local benchmarks based on NYS Standards for math and ELA in grades K-8 created by teachers and administrators. All data will be stored in E-Doctrina. We will also utilize Fountas and Pinnell reading benchmark assessments administered by teachers to track reading progress. Teachers also have access to I-Ready for diagnostic assessments and intervention planning. Based on assessment data, student academic needs include improvement in the following areas: phonics, phonological awareness, sight word recall, fluency, writing, and comprehension, math fact fluency and math word problem solving skills. The planned interventions to meet these needs include using the following evidence based programs: Reading Recovery, Leveled Literacy Intervention, Really Great Reading (Boost and Blast), Words their Way, Engage NY Math Modules, First in Math, Do the Math. Instructional Coaching is also an evidence based strategy that we plan to use to support teachers in providing instruction and interventions for learning loss.</p> <p>We created two Teacher on Special Assignment positions (TOSA) in Math and ELA to coordinate data analysis sessions and plan/implement interventions for students. The TOSAs will extend the reach of effective teachers by working directly with staff and students. They will provide professional development sessions and work collabortively with teachers to meet the needs of students. We will monitor the effectiveness of the interventions by reviewing benchmark data (3xyear) and common unit assessments for both Math and ELA. The TOSAs will also be monitoring intervention data compiled by our RTI providers. We also added a reading specialist position to support students at the elementary building. Grade Level Team Leaders in Grades K-5 and Content leaders at grades 6-12 were established to focus on data analysis and curriculum needs in math, social studies, science, and english. Our Instructional Support and Response to Intervention Teams meet regularly to review intervention progress.</p> <p>The District's plan also outlines multiple other data points that will be used to identify student needs and monitor student progress as a result of planned interventions and supports. The following resources will</p>	<p>1:1</p>

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>also be used:</p> <ul style="list-style-type: none"> <li>• Academic Intervention Services Plan</li> <li>• Comprehensive Counseling Plan</li> <li>• Special Education Plan</li> <li>• Response to Intervention Plan</li> </ul>	
<p><b>Summer Learning Program</b>                      The district created a 6 week K-8 summer program focused on learning loss, reinforcement of skills, and enrichment. The district partnered with our local community center to provide other opportunities in STEAM, arts and music, hands on learning experiences, and social emotional learning. We created two summer learning coordinator positions to help develop and ensure the success of the program. Summer school teachers were hired to develop and implement the summer school curriculum in respective content areas. Lessons were developed using Fountas &amp; Pinnell classroom and students were engaged in shared reading, word study, and guided reading activities to support their learning. Teachers utilized Engage NY Modules to develop math lessons. Extra time and practice working on the following skills (phonics, phonological awareness, fluency, writing, and comprehension, fact fluency, and word problem solving) will address the impact of lost instructional time during the school year. To ensure that all students could participate the district provided transportation and meals to all students.                      Allocations covered the cost of supplies, materials, equipment, human resources needs and collaborative partnerships to accommodate summer learning programs.</p>	7:1
<p><b>After School Programming</b>                      This school year, building principals wdeveloped teams for extended day and/or afterschool programming. The focus was on supporting students with learning loss, reinforcement of skills, and enrichment. We created after school coordinator positions to help ensure the success of our extended day/afterschool program. Extended day teachers were hired to develop and implement interventions based on school curriculum and assessment data in respective content areas (Math, Science, Social Studies, ELA). Evidence based programs that will be used during this time include: Words their Way, Engage NY Math Modules, First in Math, Do the Math, Really Great Reading (Boost and Blast), and Leveled Literacy Intervention. Using a tutoring model, student will have extra time with a teacher to engage in learning opportunities and practice which will address their specific areas of needs. To ensure high quality lessons, teachers will have access to feedback from an instructional coach. Transportation will be available so that access to the program is available to all students.</p>	8:1
<p><b>Reading Interventions</b>                      We added a reading teacher. Reading teachers serve as a support for classroom teachers and are available for coaching and providing support when creating Tier 1 and 2 interventions. Students at higher levels of risk receive targeted reading instruction from both their classroom teacher and a certified Reading Teacher. Student progress is monitored regularly and reviewed by the school's Reading Team. Intervention services are most effective when reading teachers collaborate with classroom teachers. With the return to school from the COVID closure, our student assessment data has shown a need for additional intervention services to support students in the areas of phonics, phonological awareness, fluency, writing, and comprehension. The programs that will be utilized to support student learning include Reading Recovery, Leveled Literacy Intervention, and Really Great Reading.                      We added a elementary teaching position for our students who have been identified as struggling due to learning loss. This position would specialize in offering reading support using Leveled Literacy Intervention, Really Great Reading, and Words their Way to help close learning gaps.</p>	5:1
<p><b>Academic Intervention Supports (AIS)</b>                      At the High School level we added a Academic Intervention Specialist (AIS) for our students who have been identified as struggling due to learning loss. They would specialize in offering reading support</p>	6:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
using Leveled Literacy Intervention, Really Great Reading, and Words their Way to help close learning gaps.	
<p><b>Social Emotional Learning Support</b></p> <p>We created a Teacher on Special Assignment (TOSA) Social Emotional Learning Coordinator for the district to help address the needs of our students. We are working with a Social Emotional Learning consultant and expanded our SEL program for staff, students, and families. The funds will be used to develop programs and lesson using the CASEL Competencies. The SEL Coordinator oversees district and building level teams of teachers and staff to ensure effective implementation of lessons, activities, and programs for students. We plan to meet the needs of students disproportionately impacted by utilizing surveys to gather input and feedback about their needs. Results from these surveys will guide our district and building level teams while planning.</p> <p>We hired a Coordinator of Student Services (Administrative Postion) to assist with students with disabilities and Social Emotioal Learning. and who will be providing training and educational experiences for students and staff.</p> <p>The district added a social worker position for the district to help identify students and families in need. The focus of this position is helping students disproportionately impacted by COVID 19. We are working with a Social Emotional Learning consultant and expanded our SEL program for staff, students, and families. The funds will be used to develop programs and lesson using the CASEL Competencies. The Social Worker position will oversee district and building level teams of teachers and staff to ensure effective implementation of lessons, activities, and programs for students. We plan to meet the needs of students disproportionately impacted by utilizing surveys to gather input and feedback about their needs. Results from these surveys will guide our district and building level teams while planning.</p>	15:1
<p><b>Science and STEAM Intervention</b></p> <p>We added an Jr. High Science position to keep class sizes smaller. This will allow for class sizes to be less than 20 to provide teachers with more individualized instruction for students. This teacher will also be to provide STEAM instruction to grades 6-8 and extra support for students with learning loss in our Science department. This teacher will utilize LabAids to ensure alignment to the NYS Next Generation Standards.</p> <p>We added atechnology teaching position at the high school. This will allow for class sizes to be less than 20 to provide teachers with more individualized instruction for students. This teacher will also be to provide STEAM instruction to grades 9-12 and extra support for students with learning loss in our Technology department. This teacher will utilize LabAids to ensure alignment to the NYS Next Generation Standards.</p>	15:1
<p><b>Technology</b></p> <p>We are hiring a Teacher on Special Assignment for Technology. This position was created to assist students and families with our communication platform, ParentSquare. This position also oversees online intervention programs such as NWEA and Reading Recovery. This position ensures student data is inputted properly and supports with running reports on student progress.</p>	1:1
<p><b>Curriculum Development</b></p> <p>We are currently reviewing curriculum across all content areas and grade levels K-12. We are utilizing funds to bring teams of teachers together throughout the school year. The focus will be developing assessments to determine if students are meeting the standards at a proficient level. Plans are being created based off this data for students not meeting the level of proficiency.</p>	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.

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p><b>Byron-Bergen will communicate all the ARP approvals that expand on existing programming. There have been no changes to our original approved ARP ESSER Plan application. New programs or expansion of existing programs this current year include</b></p> <p><b>Social Emotional Learning</b>  <b>Math and ELA Interventions</b>  <b>Summer Programming</b>  <b>Afterschool Programming</b>  <b>Reading Intervention</b>  <b>Science and STEAM</b>  <b>Technology</b>  <b>Curriculum Development</b></p>	559,158

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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.	179,174	164,569	126,443
Operating schools and meeting the needs of students.	56,054	157,242	58,407
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.	255,653	320,667	178,181
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	118,297	123,121	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	278,328	96,367	0
Supporting early childhood education.	50,119	59,087	46,589
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>937,625</b>	<b>921,053</b>	<b>409,620</b>

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

(No Response)