

**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.**

The Honeoye Falls-Lima Central School District solicits public comment regarding the use of American Rescue Plan (ARP) - Elementary and Secondary Emergency Relief (ESSER) funding on an on-going basis through the website, during the budget planning process, and via the ThoughtExchange online feedback platform. In addition, updates are provided during public Board of Education meetings with opportunity for public comment and questions. The following is a summary of priorities expressed through public comment.

1. Maintain fulltime in-person learning, continuity of instruction
2. Mental health and social-emotional development
3. Programs and staff to address learning loss
4. Staff development/training

**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 (# : #)
The district is using ARP-ESSER funds to employ building-based substitute teachers to maintain operations and address staff shortages. Building-based substitutes are embedded within a single school for the duration of the school year; therefore, they become familiar with school policies, procedures and routines. More importantly, they form relationships with students and staff, allowing them to provide stability and continuity of instruction at times of need.	21:1
In addition the district is using ARP-ESSER funds to address learning loss through after-school tutoring, and high-quality, research-based tier 1 instruction, tier 2 intervention, and tier 3 remediation. To support this effort, the ARP-ESSER budget includes staff stipends for 1:1 tutoring and salaries for instructional specialists to support data-driven small group (3-5:1) tier 2 interventions and tier 3 remediation, as well as a data specialist to support teachers with data-driven decision making. In addition, the ARP-ESSER budget includes student access to PAPER, an online on-demand tutoring platform that students can access 24/7 for support with essential content and skills.	5:1
In addition the district is using ARP-ESSER funds to develop the capacity of teachers and leaders to provide high-quality, research-based, data-driven instruction through on-going professional development, training and support. The ARP-ESSER budget includes staff stipends for professional development, salaries for instructional coaches, and a partnership with Solution Tree to provide on-going differentiated professional development and embedded coaching for teachers and leaders to support the implementation of the professional learning community (PLC) model.	NA
In addition the district used ARP-ESSER funds to support social-emotional and mental health with an SEL TOSA (Teacher on Special Assignment) at the High School and the addition of a Pupil Personnel Services TOSA. TOSAs work directly with students and staff, including teachers, building leaders, paraprofessionals, counselors, psychologists, and the Director of Pupil Personnel Services to identify and address mental and social-emotional needs.	NA
Lastly, the district ARP-ESSER budget includes funds to extend the contract of the Public Relations Specialist from part-time to full time to strengthen communication, transparency, and trust. Consistent and effective communication has helped elevate fear and misconceptions, and strengthen community participation in addressing challenges through transparent, accessible, and timely communication.	NA

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Program Goals	Per Pupil Teacher Ratios (# : #)
In addition, the funds were used to purchase Apptegy, a platform to improve communication and manage online interactions between the district and community across all devices and social networks.	

**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 (\$)
During the 2021-2022 school year, the district used ARP-ESSER funding to employ six building-based substitutes to maintain operations and address staff shortages.	120,000
During the 2021-2022 school year, the district used ARP-ESSER funding to employ an SEL TOSA/Dean of Students at the High School. The TOSA worked directly with students and staff, including teachers, building leaders, paraprofessionals, counselors, psychologists, and the Director of Pupil Personnel Services to identify and address mental and social-emotional needs.	85,000
During the 2021-2022 school year, the district used ARP-ESSER funding to employ a Pupil Personnel Services (PPS) TOSA. The PPS TOSA worked directly with the Director of Pupil Personnel Services to support special education teachers, paraprofessionals, counselors, and building-level psychologists in identifying and addressing academic, mental and social-emotional needs.	100,000
During the 2021-2022 school year, the district used ARP-ESSER funding to employ two instructional specialists to address learning loss through high-quality, research-based, data-driven instruction, interventions, and remediation.	140,000
During the 2021-2022 school year, the district used ARP-ESSER funding to provide staff stipends for tutoring and professional development to support high-quality, research-based, data-driven instruction and interventions.	209,220
During the 2021-2022 school year, the district used ARP-ESSER funding to purchase Apptegy, a platform to improve communication and manage online interactions between the district and community across all devices and social networks.	19,100

**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.	120,000	0	0
Purchasing educational technology.	19,100	19,100	199,100
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.	349,220	695,120	695,121
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	185,000	185,000	185,000
Offering evidence-based summer,			

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>673,320</b>	<b>899,220</b>	<b>1,079,221</b>

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

(No Response)