

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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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.

At a public Board of Education meeting in June 2021, the district presented its proposed framework for the use of these funds. There was an opportunity for comments, questions, and feedback from all members of the school community, including teachers, administrators, support staff, parents, and members of the public. A plan was then drafted with this information and revisited at a school improvement team meeting this past fall, which includes a diverse and representative set of stakeholders. The District will continue to engage with stakeholders throughout the implementation of the grant program by presenting and soliciting comment at future Board of Education, school improvement team, and other public meetings.

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 (# : #)
<ul style="list-style-type: none"> • The district's plan includes the addition of an elementary literacy coach, who will work with teachers to improve literacy instruction by modeling lessons, assisting classroom teachers with differentiating instruction, providing professional development, and analyzing data, which will allow for targeted instruction. This position will support the district's long-standing work with the Reading and Writing Workshop of Teacher's College. Funds are also allocated for increased professional development days and virtual materials for this program. • The district's plan includes the addition of an elementary level teacher to lower class size from established minimums to allow for smaller group instruction and greater attention to the individual needs of each student. • The district's plan increases the academic intervention services staff to allow support in math as well as the already established program for literacy. This will allow at-risk students to be identified earlier and appropriate interventions taken to support their achievement. • The district's plan appropriates funds for professional development and parent training in the areas of executive functioning to assist in the identification of patterns of cognitive concern in children and multisensory education to provide teachers a certification in this area and dyslexia. • The district's plan contains funds to purchase supplies and materials to support the Foundations program, a multisensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students. • Remaining funds not already identified above will be used to support professional development in the areas of science, technology, engineering, arts, and mathematics, with the goal to provide students with design and engineering tasks that are both tailored and differentiated for the spectrum of learners in our programs. 	21:1

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
In the current year the APR-ESSER funds have been utilize to provide additional support as noted above, COVID-19 tests, and professional development for staff.	83,874

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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.	76,234	17,864	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	0	3,008	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.	7,640	375,783	375,783
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.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	83,874	396,655	375,783

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

(No Response)