

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.

Since our plan has not changes, we have a standing item on our Board's agenda that provides a monthly report to our parents, teachers and other stakeholders on the use of our funding.

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 (# : #)
<i>(2023-24) Additional half-time Middle School Counselor. The additional counselor will be dedicated to students that demonstrated difficulty adjusting to hybrid/remote learning and have demonstrated social emotional or academic learning gaps as a result. Students in need of Tier I/II classroom interventions including organizational skills, social emotional learning, and study skills have been identified and will be supported. This counselor will be dedicated to a half team of teachers that will support project based learning to provide additional support as students transition back to in-person learning.</i>	42:0.5
<i>(2022-23 & 2023-24) Additional half-time Elementary School Guidance Counselor. The lives and social-emotional well-being of the elementary age population and families have been greatly impacted by the pandemic. A guidance counselor would serve an integral role on the mental health team, along with social workers and psychologists. The services would include social-emotion learning lessons in classrooms, consultation and PD for staff, and individual/small group work with students, and outreach to families.</i>	400:0.5
<i>(2021-22 & 2022-23 & 2023-24) High School: Hiring of additional Teacher Assistants assigned to Department Resource Centers to be utilized as additional academic supports for students. Students would utilize these opportunities throughout the day - drop in during study halls, utilize during AAP, etc... This would allow for greater scheduling flexibility and additional support to help close the existing gaps in all subject areas. This will also allow content area expert teachers to be assigned to targeted support labs rather than large group study halls. This allows students to access certified teachers for extra help during the school day.</i>	900:2
<i>(2022-23) AIS Math Teacher: Increase .6 FTE in Math at the Middle School to allow for the Math Department to offer much needed AIS Math courses. Survey and assessment data at the end of the 20-21 school year indicated mathematics as an area of concern for many students at the middle level. Additional AIS in this area will allow targeted intervention for students demonstrating a deficiency in math skills.</i>	42:0.6
<i>(2023-24) AIS Math Teachers at all three Elementary Schools. Our student learning has been impacted by the pandemic, especially with the drastic reduction in AIS math support. Survey and assessment data at the end of the 20-21 school year indicated mathematics as an area of concern for many students at the elementary level. An AIS math position would bolster student learning and achievement, while reducing referrals to special education.</i>	143:3
<i>(2023-24) Middle School Teachers: Add a "Half-Team" to grade 7 and to grade 8. (Combo Grade 7/8) This half team will allow for class size reduction across the 7th and 8th grade limiting sections to a max 22 students. Smaller class sizes will allow for greater individual attention as students return to in-person learning. Additionally the half team will provide targeted project based instruction for students on the team.</i>	42:2

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Program Goals	Per Pupil Teacher Ratios (# : #)
<i>(2022-23) Elementary School: Added a 4th section of grade 5 to allow for class size reduction across the 5th grade limiting sections to a max 22 students. Smaller class sizes will allow for greater individual attention as students return to in-person learning.</i>	22:1
<i>(2021-22, 2022-23, 2023-24 & 2024-25) Increasing staffing for BH-BL HS Summer School program to teach additional sections. This proposal would allow more students to take greater advantage of summer school and potentially recover more credit, as the options of what can be offered will expand.</i>	14:4
<i>(2021-22, 2022-23 & 2023-24) After school high dosage tutoring programs were established at all three elementary schools to support students in need of remediation in specific subject areas.</i>	55:6

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 (\$)
We are successfully running our programs in accordance to our multi-year plan which includes all funds. 2021/22 (as indicated in this survey) High School Department Resource Center \$306,000 District-wide Summer School Programming \$78,000 District-wide tutoring \$26k & enrichment \$9k \$35,000	419,000

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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.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
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.	0	38,000	76,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	306,000	438,000	550,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	113,000	98,000	113,000
Supporting early childhood education.	0	0	0
Other (please describe below)	5,000	0	10,000
Totals:	424,000	574,000	749,000

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

Grant Administrator