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 Departent (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritized 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.**

    After reviewing our plan in grant meetings and board meetings, the public continues to support the original plan in helping bridge gaps in student learning and providing supports and enrichment to help the students achieve success both academically and socially. The public would like to see more parent workshops offered in bridging those gaps at home for the students as well.

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 will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students by continuously monitoring student progress and reflect on the programs and interventions being used to address the impact of loss instructional teams. Reflection will allow the different stakeholders to provide input and make changes if necessary. Support staff (ex. psychologists, ENL teachers, homeless liaison, guidance counselors, special education department) will be included in these programs for our students (low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students) to ensure that we are addressing all the areas that affected our students during the loss of instructional time. The LEA will continuously monitor student progress and identify student needs through a variety of measures with data teams. These included but not limited to: 1. Scores on State and National assessments (ex. NYS 3-8 assessments, Regents, AP exams, SATs, Pre-SATs, and ACTs) 2. Growth on NWEA scores in the areas of decoding, comprehension, and fluency 3. Growth on IXL reports in the areas of decoding, comprehension, and fluency 4. Fountas and Pinnell results 5. Grades on teacher constructed tests 6. Software including but not limited to MyOn, Peardeck, IXL, Nearpod Social, emotional, and mental health data is collected for all students. Below is how we collect and analyze data to provide supports and examples of the support. 1. At the elementary level, the district compiles annual data associated with the SEL program from students and teachers. Additional data is collected at IST and CST meetings in the elementary, middle and high schools. The district also collects parent and teacher referrals for social, emotional and mental health support. 2. Social, emotional and mental health interventions include: one dedicated SEL School Psychologist at the elementary level, SEL curriculum (CKCC) at the elementary level, advisory periods at the middle school level, discussion about mental health in high school Health class, district-wide groups run by social work interns, social workers, and school psychologists, district mental health liaison (dedicated School Psychologist) and Northwell program, 1:1 school-based counseling and collaboration with PINS, CPS, OMH/SPOA and OPWDD. The district will continue to collect, monitor, and analyze parent and teacher referrals for mental health supports, annual pre and post intervention SEL/CKCC surveys and IST/CST referrals. The District will continuously contact parents with these pieces of information and work together to develop plans on how the school can support the families at home to help ensure that the students make gains.	20:1

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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 ($)
To continue to enhance students' social emotional learning, we are creating collaborative spaces while being able to maintain a space distance to meet their social needs and create 21st century learners.	230058.91
To continue to bridge the gap in learning needs through afterschool tutoring, Regents Prep, SAT Prep, Summer Remedial programs; as well as professional developing teachers to bridge these gaps.	46170.46
To support and enhance the early learning program and bridge the gaps for these students.	5251.75

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	0	0
Purchasing educational technology.	0	12,103	12,102
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	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	230,059	223,630	223,630
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	46,171	158,667	151,586
Supporting early childhood education.	5,252	114,563	114,562
Other (please describe below)	0	0	0
Totals:	**281,482**	**508,963**	**501,880**

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

(No Response)