

**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 district has held public updates on ARP-ESSER funding through information-sharing sessions and invitations for public comment coinciding with Board of Education meetings, as well as through a community-wide survey that was distributed electronically. The district plan is also posted on the website and that information has been shared. To date, there has been no feedback received from the community. Additional information-sharing updates and public forums will be scheduled at the Board of Education's reorganizational meeting in July. We anticipate little to no public feedback at future sessions.

**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 currently offering numerous opportunities for students through a USDOE SCTG grant that runs through September of 2024. One of the major elements of that grant is a program called What I Need (WIN). This existing program will be expanded through the use of ARP funding. This is designed to give students who are struggling with academics a two-hour tutoring session after school. It is a positive place that provides academic support, access to necessary resources and technology, and a quiet place to get work done - aspects we know not all students have the opportunity for after school hours.	4:1
Given the instructional and learning gaps that we have identified as a result of the prolonged interruption to full-time, in-person instruction combined with the rapid changes in public education in NYS via a vis changing standards, state assessments, and graduation requirements, we have a need for substantial teacher training and curriculum updates, as well as a need to maintain small class sizes and student-teacher ratios to maximize instructional efficacy. To this end, we will use funds to provide for new evidence-based curriculum and instructional resources, as well as related training and professional development to ensure that our teachers and the curriculum we teach meet the standards set by NYS, are vertically aligned across content areas and utilizes the very best instructional strategies and resources based on the latest in learning science and high-leverage instructional practices. We have established a partnership with our local BOCES (GV BOCES) and the curriculum work that has begun will be expanded through the use of some of these funds.	18:1
We will use some funds to research, pilot, and purchase evidence-based and research-based curriculum resources for use in classrooms in all three schools. Evidence-based programs including Wilson Reading and Achieve 3000 are already in use and will be supported by funding through this grant as well. In addition to Achieve 3000 and Wilson Reading, both of which are examined in the What Works Clearinghouse, we are reviewing other evidence-based literacy and reading curricula, including Open Court Reading, Voyager Universal Literacy System and Into Reading, all of which have shown evidence of student improvement as measured by WWC and EdReports. In terms of math curriculum, Achieve 3000, Everyday Mathematics, and Saxon Math, all of which have been studied by the WWC and have shown evidence of student improvement are being considered for use. This is reflected in the proposed budget, and again, the funds through the Learning Loss portion of State Reserve Funds are being used to enlarge and expand programs currently in place through the SCTG grant or Title funds received by the district.	18:1
In addition to the WIN program mentioned above as a program that exists and is funded through the USDE SCTG, we have expanded another program, our Summer Reading Program. We expanded this	11:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>program in response to the needs of students, both academically and emotionally, providing them with a safe, secure, and encouraging environment during the summer, offering academic support, enrichment activities, and emotional support. Additionally, in response to student needs, we offer daily transportation, a significant investment that allowed many more students to participate in this program. This program can be expanded and enhanced through the use of State-reserve funds, allowing us to reach more students during the summer months. We will also look to partner with community resources such as the village's summer recreation program to offer academic services during that program, providing students that may not be able to attend the summer program at the school to receive academic support in a different setting and at a different time. This program allows the opportunity to engage students in focused tutoring or instructional settings. A low-stakes setting such as a summer reading program also allows teachers the opportunity to utilize new curriculum resources and evidence-based instructional strategies in a less formalized setting, providing the district the opportunity to gauge the efficacy and benefits of these resources and strategies before using them in the classroom during the school year. This practice results in an action research opportunity, ensuring that instructional resources and practices are thoroughly understood, that teachers are comfortable with them, and most importantly, that they are truly effective before operationalizing them in a full classroom setting during the school year.</p>	

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 (\$)
<p>As mentioned above, several programs that were previously in operation have been expanded this year. In conjunction with prior funding from the USDE SCTG, we utilized ARP funding to enhance access to technology through the purchase of a single-sign-on software program designed to allow students to have greater access to their apps and programs without the need for multiple passwords or other restrictions, increasing access to educational resources outside of the school building as part of our 1:1 device implementation. This district license provides us access for a period of five years at a cost of \$16670. Additionally, the district purchased extra chromebook chargers to reduce the lack of learning caused by students attending school with an uncharged or inadequately charged chromebook. This allows us to place chargers in every classroom so students can access them during class if needed without disrupting their learning. This cost \$4800.</p>	21470
<p>As we expanded our Summer reading program as detailed above, we used ARP funds to purchase some tools that can be used for offering students enrichment in the arts using a printing press and a 3D laser printer, allowing us to offer students the opportunities to engage in art activities and learning as a part of the summer program, exposing students to skills and opportunities that we have previously been unable to bring to them. We also were able to purchase some portable display panels that can be used to both display the artwork of students and can double as room dividers if needed for safe distancing. These tools were purchased at a cost of \$7322.</p>	7322

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	204,976	110,976
Maximizing in-person instruction time.	0	326,354	42,084

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## ARP Spending Plan Reporting

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Operating schools and meeting the needs of students.	145	373,625	264,155
Purchasing educational technology.	21,470	69,070	69,070
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	160,616	412,780
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	624,687	475,836
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	7,177	111,954	7,500
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>28,792</b>	<b>1,871,282</b>	<b>1,382,401</b>

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

(No Response)