

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 not made any changes to our ARP-ESSER funding since our original plan was submitted and approved by NYSED.

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 (# : #)
Addressing Learning Loss through the ARP-ESSER 1. We hired a 1.0 FTE Elementary Academic Support Specialist (9/1/21) who dedicated their time to working with students who were at-risk and had severe learning gaps caused by the disruptions of COVID-19. Students who received these AIS supports were in Grades 3 - 6 and they received an additional 120 instructional minutes in ELA and 80 minutes in Math. * Goal 1 - Have all children learn at their grade-level standards. * Goal 2 - Have all children on grade level for reading by the end of third grade. * Goal 3 - Provide additional academic support for students who were impacted by the disruption of COVID19.	1:5
2. We hired a .4 MS/HS Academic Support Specialist (9/1/21) who dedicated their time to working with students who were at-risk and had severe learning gaps caused by the disruptions of COVID-19. Students who received these AIS supports were in Grades 7 - 12 and received an additional 120-200 instructional minutes in the area of ELA. * Goal 1 - Have all MS/HS students learn at their grade-level standards. * Goal 2 - Have all children meet or exceed grade-level expectations. * Goal 3 - Provide additional academic support for students who were impacted by the disruption of COVID19.	1:5
3. We hired an elementary teaching assistant (9/1/21) who worked alongside our elementary reading specialist. This person, under the guidance of the reading specialist, would work with students who were at-risk and had severe learning gaps caused by the disruptions of COVID-19. They also supported the reading program by conducting running records, collecting data, and providing support at the discretion of our reading specialist. Students who received these supports were in Grades K-2 and received additional two-hundred minutes of instruction in the area of ELA. * Goal 1 - Have all children learn at their grade-level standards. * Goal 2 - Have all children on grade level for reading by the end of third grade. * Goal 3 - Provide additional academic support for students who were impacted by the disruption of COVID19.	1:3

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 (\$)
Addressing Learning Loss through the ARP-ESSER 1. We hired a 1.0 FTE Elementary Academic Support Specialist (9/1/21) who dedicated their time to working with students who were at-risk and had severe learning gaps caused by the disruptions of	105,098

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
COVID-19. Students who received these AIS supports were in Grades 3 - 6 and they received an additional 120 instructional minutes in ELA and 80 minutes in Math.	
2. We hired a .4 MS/HS Academic Support Specialist (9/1/21) who dedicated their time to working with students who were at-risk and had severe learning gaps caused by the disruptions of COVID-19. Students who received these AIS supports were in Grades 7 - 12 and received an additional 120-200 instructional minutes in the area of ELA.	32,112
3. We hired an elementary teaching assistant (9/1/21) who worked alongside our elementary reading specialist. This person, under the guidance of the reading specialist, would work with students who were at-risk and had severe learning gaps caused by the disruptions of COVID-19. They also supported the reading program by conducting running records, collecting data, and providing support at the discretion of our reading specialist. Students who received these supports were in Grades K-2 and received additional two-hundred minutes of instruction in the area of ELA.	47,214

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.	127,081	122,385	124,873
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	120,973	99,171	56,275
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.	218,199	223,388	226,310
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:	466,253	444,944	407,458

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

(No Response)