

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.

All decisions on ARP and ESSER funding are brought to a public committee for analysis and evaluation. District administration brings any recommended changes to this group for review. The details of the funding are posted on our website for the public to review. At this time the district has not received any public feedback. All communication from the public and our use of the funds have been very positive. The community is grateful on how the district has been able to support our students during this difficult time.

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 (# : #)
Funding will support student learning loss using RTI teachers and needed professional development /coaching needed to make sure our students do not fall behind due to the distractions to learning casued by the COVID pandemic.	2:60
Funding will support studnets mental health needs that have been exasperated by the pandemic. An additional school psychologists was hired to meet these needs	1:225
Funding will support a summer school program that will give students an opportunity to work on skills and concepts that they may have fallen behind on due to the delay, disruptions, and distractions caused by the pandemic.	2:45

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 (\$)
One school psychologist was hired to meet our studnets mental health needs that have been brought on by the COVID pandemic	52,082
Two .5 RTI teachers, one at the high school and one at the elementary school. These two teachers were hired to provided interventions and supports to students who experienced learning loss due the pandemic. These teachers work in collaboration with thi child's classroom teacher to ensure they are learning and catching up from an loss of learning due to the pandemic	53,441
High School Credit rescue afterschool intervention program. This program provides afterschool support to students who have fallen behind in their learning and have not made adequate progress in school due to COVID distractions. Elementary Intervention program provides afterschool support to students who need extra time to catch up in learning due to learning loss and distractions during the pandemic	14,000
I-Ready progress monitoring tool. This tool helps the district assess students learning and progress in ELA and mathematics in grades K-8.	17,000
Summer School was created for students in grades K-12. An elementary program was designed in house to support students learning needs. The goal of this program is to maintain learning so that	18,630

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
studnets do not regress over the summer months. Studnets in grades 7-12 can participate in a virtual summer school in conjunction with our partnering BOCES	
Permanent teacher building substitutes in both the elementary and Jr/Sr. High School These substitute positions were hired to cover teacher illness due to COVID 19. This allowed for a substitute to replace a teacher who knows the students and the school. This position also allowed our teachers to attend professional development opportunities	38,970
Learning Loss professional Development and Materials. The pandemic has brought upon many changes that require new materials and training for our faculty and staff. Some examples included: - Our youngest students really struggled with phonics and word work during the pandemic. the district hired an ELA staff eveloper coach to support our teachers - Since the pandemic the district has seen an increase in racial and discriminatory incidents on our campuses. The district utilized CASDA who worked with teachers and studnets to provide interventions and supports to educate our studnets on inclusivity and equity. - Software was purchased to support vrtial learning.	24,028
Inclusivity and equity coordinator - a stipend was created for teachers to help lead and coordinate this work for the district	1,000

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.	53,441	55,441	57,441
Operating schools and meeting the needs of students.	38,970	38,970	38,970
Purchasing educational technology.	24,000	24,000	24,000
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.	1,067	1,067	1,067
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	52,082	54,087	56,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	32,690	32,689	32,690
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	202,250	206,254	210,168

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

(No Response)