

State Budget Reporting Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/27/2022

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.

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

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.

1a. Please provide a summary of those changes and the need informing those changes.

We are in the process of amending Years 2 and 3 of the grant for submission based upon student and district needs. This summer, we are using surplus funds from the school year to fund an expanded summer program to address learning loss. This was developed through data analysis of student outcomes from the 21-22 school year.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

Public comment has been solicited through the 2022-2023 budget process as well as the development of summer programming goals. The district has also engaged the community, students and staff on the development of the Community Bus initiative included in the grant through surveys, in-person and zoom meetings.

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 (# : #)
Additional section of 1st grade: The goal of this program was to reduce class size for our first-grade cohort. In September of 2021, we had 80 students scheduled for four classrooms. The additional teacher allowed us to expand to five classrooms and the average class size per classroom was reduced by 4 students. It was felt that the smaller class size would be beneficial for these students as approximately 20% of the cohort did not attend school in person during the 2020-21 school year. Students who did attend were not able to experience the normal social interactions that kindergarten students have. We felt that we needed to accelerate academic learning for the students that were behind as well as provide more social-emotional support for all of the students. We were able to meet the needs of the students with a more advantageous student-to-teacher ratio.	16:1
Full-Time certified substitute teacher in elementary school: Due to COVID-mandated quarantines and a lack of qualified substitute teachers, we hired a term-substitute teacher. This teacher was available to us on a daily basis and this availability allowed the principals to assign the teacher to classrooms that were experiencing a longer time period of requiring a substitute. This ability to secure the same person for multiple days provided a sense of stability for our students and supported the continuity of instruction.	0:0
Summer Instructional Program: Our students come from predominately low-income families. It is believed that the achievement gap between lower-and higher-income students can be explained by unequal access to summer learning opportunities. COVID-19 quarantines and remote learning only added to this disparity among our student population. We have traditionally offered a summer program to help reduce the summer slide. The program goals were to have a positive impact on both academic and social-emotional development. The summer program provides structure to our students' summer, making it more likely that they will stay engaged. It also maintains their academic skills and in some cases, makes it possible for them to get ahead.	8:1

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
LETRS PD: Teachers and support staff participated in LETRS PD. This training provides teachers with	154317

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
the skills they need to master the fundamentals of reading instruction- phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. The PD activities included direct instruction through Zoom, PLC meetings, independent study, peer coaching, book studies, and in-house turn-key training.	
Questar III Coaching: Four instructional coaches worked with teachers through an embedded PD model. These coaches focused on explicit instruction, Lucy Calkins Writing Instruction, and mathematics instruction with an emphasis on Next Gen Standards. We plan to continue this embedded PD into the 2022-23 school year and add science coaching to prepare for the new NYSED science assessments.	67500
Summer Curriculum Development: Teachers work collaboratively on curriculum development over the summer. The emphasis of the summer curriculum work is to dive deeply into content-specific standards and develop a unified approach to meeting these standards in the classroom learning environment. This work will also enable educators to have conversations that include cultural understandings and meet the social-emotional needs of students. Through our summer curriculum work, we will be able to expand our offerings to the students in our district.	44000

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.	411,964	0	0
Maximizing in-person instruction time.	23,946	110,669	460,669
Operating schools and meeting the needs of students.	0	0	240,000
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.	204,840	632,221	276,054
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	103,500	190,469	56,469
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	237,152	130,335	15,000
Supporting early childhood education.	0	0	0
Other (please describe below)	18,844	0	33,960
Totals:	1,000,246	1,063,694	1,082,152

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

Payroll expenses associated with salaries.