

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.

Utilizing surveys and parent meetings, we received the following feedback. Seventy-one percent of the data comes from individuals connected to a current Whitney Point Central School District student. Twenty-nine percent of the data is from other community members. The most important methods in supporting students' academic progress after the educational disruptions caused by the pandemic were identified as, "time within the school day for more small group instruction (44%)" and "added intervention/instructional support time for students (34%)." The most important methods in supporting students' social-emotional health after the educational disruptions caused by the pandemic were identified as, "more opportunities to engage in positive, fun activities --crafts, games, hobbies (42%)," and "built-in school time for activities that help manage stress--exercise, stretching, yoga, relaxation techniques (39%)." The most important methods in supporting students in general after the educational disruptions caused by the pandemic were identified as, "More enrichment activities for students and families (31 %)," and "After school extra help (28%)."

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 (# : #)
Tailored/Individualized Acceleration: Fountas & Pinell instructional kits will be used to support consistently high-quality first instruction in all classrooms. PLC teams will identify students who need intensive individualized tutoring and will work with these tutors to identify learning gaps and provide targeted instruction in an environment where students feel safe to take educational risks. Tutoring will take place during the school day but will also be offered in the after-school program. Digital literacy instruction will be provided to support students' safe and effective functioning during the online instruction in the virtual after-school program, during absences, and while using digital resources in school. Paraprofessionals (teacher aides) and the teaching assistant will work to support instruction by working with students who need more individualized support.	1:5

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 (\$)
Curriculum-Aligned Enrichment Activities: This summer learning experience will focus on literacy and STEAM and will include trips throughout the summer to NYS Museums and Parks to provide enrichment and nurture engagement. This summer program will support the learning of WP students in grades k-8.	453597
The WPCD is employing graduate and Bachelor's level education students and retired teachers to work with students in small groups and individually to be mentors and tutors to help students set goals, feel connected, and then provide them with instruction that accelerates their learning. We have determined that students have had very individualized experiences during the pandemic and therefore building strong and trusting relationships with tutors so that students feel safe and supported and willing to take learning risks will complement the work that Tier 1 teacher teams and Reading and Math Support Teachers are able to do. We are seeing that students are feeling overwhelmed with being back to school and feeling defeated by their perceived gaps in skills. We are also hiring a special education teacher to work with the Mentor/ Tutors to ensure they understand the needs of those students who have IEPs. These funds will be used for the abovementioned efforts in coordination with the specially designed instruction provided through IDEA funding, the literacy interventions provided through Title I Part A,	2238817

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
The WPCSD will use ARP funds to provide target instruction for students after school. Students who are identified by PLC teams to need more intensive support will be offered the opportunity to receive tutoring with teachers after school. Tutoring will be aimed at accelerating student learning so that students are able to overcome the gaps in their skills and understandings that stem from their experience during the pandemic. The after-school tutoring will complement the instruction offered by classroom teachers, and supplement the instruction provided utilizing Title I and IDEA funds during the day. Tutoring provided will be skill-specific, small group, or individual, and will be scheduled 3 times a week for at least 30 minutes.	453597

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.	65,591	561,959	561,959
Operating schools and meeting the needs of students.	103,403	896,487	896,488
Purchasing educational technology.	0	74,669	74,670
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	81,000	81,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	4,060	23,226	23,227
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	195,007	345,309	345,310
Supporting early childhood education.	0	713,989	713,990
Other (please describe below)	0	0	0
Totals:	368,061	2,696,639	2,696,644

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

(No Response)