

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

Page Last Modified: 06/29/2022

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.

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

In our public comment session, key points that we took from stakeholders included:

- Suggesting that new positions be sustained after the ARP funding period in order to provide additional coaching support for teachers, one-on-one student support for greater growth, and social emotional learning for students.
- Questions if key technology that allows for social distancing (e.g. Zoom) will continue to be necessary throughout the entire grant period.
- Considering that we may be underestimating the mental health impact that the pandemic has had long-term on students and monitoring if there are sufficient staff and structures in place to handle that through the years. There were also key points about considering the mental health of staff members and potentially adjusting the plan to include that population in ARP spending.
- Questions about how updated curriculum is working.
- If any funding will be allocated for teacher training to deal with student behaviors and emotional health in light of the impact the pandemic has had on social emotional well being.

Due to this feedback, we encouraged especially to continue to monitor student social emotional health through our student survey, and to monitor other key data points such as suspension rates and calls for administrative behavior support. We feel that our current spending plan to address student health is strong, but will be monitoring this through the years of the ARP grant and making adjustments in spending as needed.

In addition, after the 21/22 school year, we are especially pleased with the growth of our youngest students (K-2) in ELA and will continue to explore how our investment in the Really Great Reading program can be expanded and leveraged in the future.

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 (# : #)
Recover lost social-emotional learning and address student mental health issues that arose as a result of the pandemic (spendings on Panorama Student Survey, Student Life Coordinator salary).	10:1
Provide additional support for teacher professional development with a special focus on learning loss via adding an additional Instructional Coach.	10:1
Maintain the number of instructional assistants to provide the opportunity for more small group work and differentiated lessons so that students can catch up on missed learning due to the pandemic.	10:1
Increase technology so that devices are "1:1" in school so that students can access differentiated lessons through online portals such as Zearn and Really Great Reading.	10:1

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 or Expansion of Existing Programs in Current Year	Investment (\$)
This year, APR funds were used to expand our number of Instructional Coaches. This additional coach provided teachers with professional development in supporting students with significant learning loss. This coach provided regular observation/feedback to teachers and provided PLC spaces to reflect on data and provide targetted interventions for students who are at-risk.	24,829
ARP funds were used in SY21/22 to fund 4 Instructional Assistant Positions that would have been eliminated without these funds. These positions aim to increase or maintain the amount of small group work that students can access in order to recover learning loss.	77290

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 (\$)
ARP funds were used in SY21/22 to fund the Student Life Coordinator Position. This role provided students with behavior and social emotional support. In reviewing our data, we found that students returned in the fall with a significant deficit in social emotional health and this position played a key role in addressing student mental health.	38867
ARP funds were used in SY21/22 to fund reading intervention materials for Really Great Reading. This reading curriculum and program was used for the first time this year and provided a new structure for reading and phonics for our youngest students. The growth made by our K-2 students in reading was dramatic.	19143
ARP funds were used in SY 21/22 to fund the Panorama Student Survey portal. This student survey allowed us to better monitor student social emotional health over time and provide teachers with the data to generate next steps and plans for improving social emotional health.	2600
ARP funds were used in SY 21/22 to expand access to technology through the purchase of additional student chromebooks and chromebook carts so that devices are 1:1 for the EVCS student population.	75080
ARP funds were used in SY21/22 to purchase critical supplies for protection from COVID-19. Examples in this category include air purifiers, nursing supplies, masks, and additional cleaning supplies for the custodial crew	32565

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.	726	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	139,014	11,564	0
Purchasing educational technology.	290,061	49,818	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.	6,677	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	32,212	169,849	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	257,674	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	468,690	488,905	0

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

(No Response)