

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.

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

Summer Program

- We have added two reading teachers to the PK-6 program so they can pull at-risk students 1:1 and target areas of weakness
- We have added an additional teacher and LTA due to the increase in interest to attend program
- Added 2 bus monitors to ride the buses since enrollment numbers are high

Literacy

- Removing the LTA to provide RtI services to elementary students
- Removing the .5 elementary math specialists
- Taking the two positions above and creating a FT elementary math specialists

Mental Health

- Hiring a FT social worker for the next two years (plan to keep position after grant as district has a plan for funding)

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

At each BOE meeting there is an update on the grant status. BOE members and public can ask questions, provide feedback or make suggestions. Items such as literacy support and having a summer program helps students who are at-risk have been topics of discussion. There is also conversations regarding mental health and the lack of people to fill positions such as a school psychologists.

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 (# : #)
<u>Summer program:</u> PK-6: 120 students enrolled - 8 teachers and 3 LTAs. Goal is to provide ELA and math hands-on activities along with 2 reading teachers pulling out at-risk students 1:1 to eliminate gaps in literacy.	11:1
<u>Summer program:</u> Grades 7/8: 14 students enrolled - 1 teacher and 1 LTA. Goal for the 4 week program is to focus on each core subject. For example week 1 focus on math, week 2 focus on science, week 3 focus on social studies, week 4 focus on ELA. Incorporate hands-on activities and field trips.	7:1

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 (\$)
Secondary Ready to Learn Room - students who may be struggling, having behavior issues or just need support are sent to this room. Some periods are structured study halls where academics are the focus to support those students who need help or structure.	23,259
Elementary Ready to Learn Room - students who may be struggling, having behavior issues or just need support are sent to this room. For those students who know they need a break can go to this room as one of the strategies they are given in their behavior plan.	31,662
.5 PT Elementary math interventionist - Three periods a day teacher is working with 5th and 6th grades	55,431

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Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
on math support. Combination of push-in and pull-out depending on content.	
Elementary literacy coordinator - This is a stipend position where the coordinator is in charge of ELA data, benchmark assessments and interventions. Communication with elementary principal is ongoing.	1500
Elementary math coordinator - This is a stipend position where the coordinator is in charge of math data, benchmark assessments and interventions. Communication with elementary principal is ongoing.	1500
Four secondary Content specialist - Each core subject in the secondary (math, science, social studies and English) meet monthly with their department. This group then meets at least quarterly with the secondary principal. They design professional development, communicate regarding changes in curriculum, etc.	4000
Secondary - After school support tutors: Students who are out of school with COVID-19 or in quarantine due to exposure. Due to missing in-person instruction these students are missing time in class. They tend to get behind. They are tutored by teachers to assist them in getting caught up. We also used	

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