

**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 prioritized 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.**

Purchasing educational technology: Purchased additional laptops for new teachers Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: High School: Social Studies Teacher - Based on data gathered by IXL, the High School showed a need for a Social Studies Teacher - this teacher would be used for Social Studies AIS. Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: Hired permanent building substitutes to guarantee classroom coverage to limit further instructional interruptions to students Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: Elementary: Math AIS Teacher - Based on data gathered by IXL, our Elementary students have a deficiency in math across all grade levels. By adding a Math AIS Teacher, we hope to address the learning loss students experienced during COVID.

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

Student and teacher surveys were administered in September and in February. We held ARP Committee meetings once a month from January 2022 to June 2022. The ARP Committee analyzed the surveys and extensive IXL data. Through the analysis, the Committee created the Updated ARP plan that was presented in May 2022. A hardcopy of the plan was distributed to all those who attended. The plan was also available online and hardcopy by request. There were no comments / questions from the community. There were no comments / questions from parents. There were no comments / questions from students. The teachers brought up concerns regarding the assignment of the two additional sections we created in 21-22. Initially we were going to eliminate one of the extra sections and use the teacher for push-in services. However, amidst a substitute shortage, a push-in teacher could be pulled multiple times a week. Based on conversations from that meeting, we adjusted our plan and are going to continue with two additional sections.

**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 (# : #)
Maximizing in-person instruction time	8.76:1
Addressing the impact of the COVID-19 pandemic on all students	8.76:1
Implementing evidence-based strategies to meet students', social, emotional, mental health and academic needs	8.76:1
Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss	8.76:1

**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 (\$)
Maximizing in-person instruction time: Add two sections at Elementary	131,597
Maximizing in-person instruction time: Hire Attendance Coordinator	25,000
Purchasing educational technology: Purchase laptops	7,900
Addressing the impact of the COVID-19 pandemic on all students: Purchase supplies & materials for 12:1:2 classroom	5,970
Addressing the impact of the COVID-19 pandemic on all students: Hire 2 AIS/Special Education	162,279

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Teachers	
Addressing the impact of the COVID-19 pandemic on all students: Hire Direct Academic Instructor for Push-in	75,412
Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs: Hire Wellness Coordinator, host Wellness events	29,576
Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs: Hire Behavior Specialist Coach	30,895
Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs: Hire Behavior Specialist	91,398
Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs: Purchase department/classroom materials and supplies	77,917
Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs: Purchase subscription to Teachers Pay Teachers	6,380
Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs: Hire two Teacher Aides	26,810
Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: Purchases made for extended summer school program	788
Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: After-school homework club, salaries	26,734
Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: Extracurricular clubs, salaries and start-up funding	23,994
Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: Hire 7-12 English Teacher	88,280
Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: Created graduate recovery program using APEX	25,742
Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: Extended our Project Lead the Way program	131,935
Addressing the impacts of the COVID- 19 pandemic on students including interrupted instruction and learning loss: Hired permanent building substitutes	45,748

**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.	156,597	148,027	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	7,900	0	0
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and	198,005	255,807	0

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## ARP Spending Plan Reporting

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	229,786	339,206	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	343,222	670,903	85,472
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>935,510</b>	<b>1,413,943</b>	<b>85,472</b>

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

N/A