

**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 BpPET / 877 Tm /F4 8 Tff3B71s1d BT 1 011tS EMC Bh1 online 72.54 vay only be B yysT /sal

**State Budget Reporting Survey - Budget Reporting**

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.**

The plan was developed after several meetings with various stakeholders. Close to year-end, we presented the ARP detailed plan to the public again and discussed what had been expended to date, and what the planned usage going into the next year would be. We answered the community's questions and requested input, directing who to contact with any additional concerns/questions. We also reiterated that the releveant information is located on the district's website on the business office page. The three AIS teachers that were part of this grant have been included in our next year's general fund budget and this was commuicated as well.

**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 (# : #)
The district provided Special Education ICT/inclusion training to co-teacher teams. The goal was to acclimate co-teachers to the various co-taught instructional models that ultimately increase student independence among all classroom learners, importantly those with special needs.	20:2:1
The District hired 3 AIS teachers (2 reading specialists and 1 math specialist) to deliver small group interventions to students identified as needing academic support in reading (3-6 and 7-8) and mathematics (k-2) based on reserached based progress monitoring assessments. TEh goal was to demonstrate student smeeeting or esceeding thei target scores by year end.	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 <u>or</u> Expansion of Existing Programs in Current Year	Investment (\$)
Funding for an additional bus to meet covid distancing requirements.	60000
Professional development for teachers in implementing evidence based strategies to meet student's needs.	6000
Salaries for reading specialists small group AIS inteventions (learning loss) - two hired one for our grade school (grades 3-6) I and one for our junior senior high school.(grades 7-12) Salaries for mathematics specialist small group AIS interventions (learning loss) for the elementary school (k-2) Related benefits.(\$28,850)	119334
One additional nurse (Salary and Benefits)t to support increased needs across all three buildings due to the COVID19 pandemic	57585
CSE/CPSE support services addressing the impacts of interrupted instruction and addressing student needs	16900

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**5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in**

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	95,927	4,073	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
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.	157,892	182,229	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	15,000	0
Supporting early childhood education.	0	0	0
Other (please describe below)	6,000	34,000	0
<b>Totals:</b>	<b>259,819</b>	<b>235,302</b>	<b>0</b>

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

Funds were set aside to fund professional development for teachers in implementing evidence based strategies to meet student's needs.