

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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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.

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

Plan Comments
Multiuse turf field or softball and baseball turf should be included in plan
Students with disabilities, and the funding allotted to them, in general requires more detailed and concerted effort to identify and make sure that they are not falling through the cracks in terms of identification and services. I believe that now is an opportunity to critically develop a plan with key objectives on how to identify and serve these children and communicate with their parents to make sure they are aware of all services available to them under this plan. For example - counselors that take time to check on these students on a formal basis, making sure they are included in school events, increased funding for unified sports and TIES, additional training for teachers on this population needs, etc. Thank you.
There should be an investment allocation in technology equipment and instruction for students.
I would like to see the school invest in a turf field for baseball
I have read and agree with this plan set forth.
There should be additional tutoring to help students catch up after a prolong sickness (currently Windom does not have a program in place). It doesn't seem that additional service providers have been hired by the district (OT/PT/reading teachers) to help cusp students. Children have to be "invited" to participate in summer school, when it could benefit other than failing students.
As a parent of a special needs child, we need access to a locally run, after school respite programs for children age 11-18 who have ages out of daycare but cannot be left alone after school as parent work.
Thank you for the opportunity to review the plan. As a parent, I very much appreciate that a significant majority of the funds are being allocated for critical academic programming. However, I was also pleased to see that some funding is being used towards instruments, allowing for a tangential focus to be placed on the importance of music and extracurricular activities during a time when our youth are trying to rebuild their social skills as well as their academic skills.
Upon review of the ARP-ESSR application, I approve of the plan and allocation of funds within said application. Thank you.
I feel safety needs to be a first level priority. Any and all areas that can be improved from this would be wonderful.
Please hire more specialists to work with gifted students, especially in math which is harder for parents of GT students to support at home. Thank you.
The more AIS programming, additional tutoring, etc. that can be offered kids during the school year for learning gaps, lost instruction, and for the kids that are not officially diagnosed with a learning disability, but find themselves struggling academically regardless, would be very much appreciated.
Looks good overall. Can we use any of this funding - or funding elsewhere - to re-institute gifted/advanced classes for elementary and/or middle school students? It feels sometimes like my son is bored because others in the class need to "catch up." I just want him to reach his full potential starting now, rather than waiting until high school for advanced placement courses. Thank you.
I think that the buses should have an aide in addition to the driver. It is too much for the driver to focus on safely driving and making sure many kids are behaving. It is very distracting and I don't feel my children are safe on the bus.
Special Education is in need of help for parents, and children. Monetary funds would be greatly used helping teachers in special education get the mental resources to succeed.
Mrs. Christina Carter and I have been advocating for the South Davis Library to be air conditioned. Physical health and comfort aside, we are concerned about the effect of humidity and temperature on our collection. We have a pervasive problem with rot and premature yellowing of the books in our collection.
Looks good to me.
The plans focus is clear and supports students with additional academic time.
Suggestions for use of funds: <ol style="list-style-type: none"> 1. Bring in guest speakers from different cultural backgrounds to educate all grade levels about their history and way of life. In order for students to understand and accept differences, they need to learn about the things that make our nation diverse and unique. 2. Students need to learn digital citizenship at a very early age, and continue that education throughout their time in the K-12 setting. With faculty, staff, and administrators needing to take the time to take care of cyber bullying that takes place outside the school day for their students, having the children take part in a digital citizenship program would be beneficial for our entire school community. We need faculty members whose main job is to go to every K-5 classroom and every 6-12 homeroom to teach students how to be responsible online.
When I first began teaching in the district (14 or so years ago), we had a program in place for struggling students that provided academic support for all disciplines, not just ELA and math. It was an assignment in the teacher's day to staff a classroom space and aid students with organization, homework help, etc., for all of their courses. Also, this program was not exclusive to students with IEPs. If possible, I would love to see the return of an academic-support program that runs during the school day, that is open to all students who need it (not just students with special education services), and that provides support for all subject areas, not just ELA and Math. So many of our students are sitting in study halls, when they would

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<p>greatly benefit from smaller groups that are academically supported by teachers and teacher aides. Also, I appreciate the commitment in the plan to support additional exam preparation for high school exams through the end of 2024. With the upcoming implementation of the New York State Science Learning Standards, students will need additional supports as NYSSLS is a major shift to our current program.</p>
<p>Students should have some time to sit anywhere in the classroom and have a break, with calming music.</p>
<p>I am wondering about the interventions listed to address lost instructional time. There are summer programs listed. I did not receive any information regarding these programs before last summer, or as of June for this summer. Are these programs targeting specific students? If so, were parents notified of the summer interventions? Were there any interventions that were open to all students? Also, was the Regents Exam Review an intervention that was available during classes, or was this a before/after school opportunity? If it was not available during classes, I would have been interested in this program for my current Junior since he has not taken 1 regents exam due to Covid implications.</p>
<p>For the preservation of the books, please consider adding air conditioning to the South Davis library. We are the only school in the district with a library that is not air conditioned. My Maintenance request has a status of 'on hold.' The ticket originated in 2018 but I'd requested it in previous years as well with my ticket/request being closed without action or explanation. The state of our books varies with the temperature and humidity. On extremely humid days, the books feel sticky and the pages wilt and the covers warp. The books then also stick to the shelves and we have found mold in our books.</p>
<p>IT is a well developed plan with clear objectives. Having money invested for summer learning is especially important due to the loss of learning during the pandemic. It is important that his money comes from the state level that recognizes the value of our education systems.</p>

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 (# : #)
<p>Quaker Camp (K-4): Goal: To provide academic intervention in skill deficit areas of ELA (reading, writing, word study/phonics) and Mathematics resulting from academic interruptions caused by the pandemic, quarantines and/or hybrid or remote learning. District-wide data points in ELA and Mathematics were analyzed to target students in greatest academic need. Additional reading interventionists, special education teachers and teacher aides provided push-in or pull out intervention support to provide greater intensity of services and, at times, a lower student:teacher ratio.</p>	15 students:1 teacher
<p>High School Summer Transition Program: Social workers made individual contact with every student who had been fully remote for 2020-21. Following that initial contact, they developed a plan with each kid/family to transition back to full-time attendance. This entailed direct counseling, building tours/walkthroughs, etc. as agreed upon by each student's level of comfort and need.</p>	1 student:1 social worker
<p>Middle School Summer Reading Program: Students participate in a "10 Book Summer Reading Challenge." The program's goal is for the students to improve their independent reading level with the support of mini-lessons and one-on-one conferencing using the learning progressions to support thinking about reading. Students would actively engage in independent reading, practicing strategies taught with daily check-ins to conference or participate in the weekly mini-lesson.</p>	20 students: 1 teacher
<p>Middle School Summer Transition Program: This program is for our 5th graders entering 6th grade. Students were identified using various District-wide data points in ELA and Math. The program's goal is for students to successfully transition to middle school with a focus on organizational skills, creating study/work habits as well as engaging in reading, writing, and Mathematics tasks to address areas of need resulting from academic interruptions caused by the pandemic.</p>	15 students: 1 teacher
<p>Middle School Summer Remediation/Credit Recovery Program:</p>	15 students: 1 teacher

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Program Goals	Per Pupil Teacher Ratios (# : #)
This program was designed to meet the needs of students who did not successfully complete or struggled to complete coursework in 6th, 7th, or 8th grade. The program's goal is to work with students in small groups on specific areas of need identified during the school year to successfully complete coursework and be "on grade-level" at the conclusion of the program.	
Middle School Return-to-Learn Program: Social workers made individual contact with every student who had been fully remote for 2020-21. Following that initial contact, they developed a plan with each kid/family to transition back to full-time attendance. This entailed direct counseling, building tours/walkthroughs, etc. as agreed upon by each student's level of comfort and need.	1 student: 1 PPS staff

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 (\$)
Quaker Camp (K-4) - description above	\$120,291
High School Summer Transition Program - description above	\$4,598
Middle School Summer Reading Program - description above	\$8,456
Middle School Summer Transition Program - description above	\$5,074
Middle School Summer Remediation/Credit Recovery Program - description above	\$44,190
Middle School Return-to-Learn Program - description above	\$1,522

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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 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.	0	0	0
Operating schools and meeting the needs of students.	100,328	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.	0	0	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.	184,131	500,625	610,912
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Totals:	284,459	500,625	610,912

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

There was \$100,328 spent in the "Operating schools and meeting the needs of students" priority area above. These funds were spent on music instruments for our Middle School Program.