

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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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.

Information regarding the district's American Rescue Plan is provided at public board meetings at least one to two times per month throughout the school year. Information is also posted on our website. During the public meetings, which are also streamed live and recorded for future viewing, a review of current spending, anticipated expenditures, and an analysis of need is conducted. Board of education members and parent guests are invited to review the material, listen to presentations, and offer feedback on spending plans. The public supports these program

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>Operational Certain operational costs with the reopening of schools as a result of the COVID 19 pandemic were supported through ARP ESSER funding.</p> <ul style="list-style-type: none"> • Substitute teacher staff: to support instruction in the classroom when a classroom teacher was/is absent due to contracting COVID; • Academic intervention support teaching staff: additional teachers were hired to close learning and achievement gaps due to pandemic closures; • An additional grade level teacher and multi-tiered systems of supports coordinator were both hired to reverse learning loss due to pandemic closures; • Benefits were supported for the staffing indicated above (not substitute teacher staff); • Additional student desks were purchased for the elementary school so as to promote social distancing during classroom instruction (additional classroom spaces were created resulting in the need for additional desks); • Air purifiers were purchased for every occupied space across the district so as to promote clean and healthy air for breathing 	10:1
<p>Access</p> <ul style="list-style-type: none"> • An English Language Learner Liaison was employed to improve access for ELLs to access learning opportunities throughout the pandemic closures and school reopening. 	5:1
<p>Social-Emotional Learning</p> <ul style="list-style-type: none"> • Student experiences beyond the walls of traditional school were planned and held to cultivate positive growth in student social-emotional learning. For example, students in grades 4 and 5 participated at Orenda Springs, a team building ropes course held outside where students could appropriately socially distance and learn cooperative strategies to complete the courses. • Student Yoga was held for the district's youngest learners to help learn self-regulation of feelings and emotions when at school (and at home). Student activities, such as sensible breathing, temper control, and purposeful body movement were focused on during yoga instruction. • Positive Behavior Intervention Supports programs at the elementary, middle, and high schools were supported through ARP ESSER funding to purchase motivational signage, programming, and other supplies to help students focus on positive learner and behavioral traits to help them function as a cohesive group in their return to school as well as in small group, independent experiences with peers. • A karate program was begun and supplies were purchased for students to experience new programming that could be held in socially-distanced settings. Exercise and purposeful movement helped students learn specific karate maneuvers, but also aspects of responsibility and respect throughout the karate experiences. 	12:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>Technology</p> <ul style="list-style-type: none"> Student chrome books were purchased so that each student in the district in grades 2 through 12 had access to a 1:1 assigned district device. These devices allowed remote instruction and socially distanced instruction between teacher and students throughout the pandemic. 	1:1
<p>Instructional</p> <ul style="list-style-type: none"> A BIMAS II subscription was purchased for the district to assess student instructional need as well as social-emotional/behavioral needs in the classroom. Data was shared with the MTSS staff, including the classroom teacher, so as to target learning on an individual student basis. This act exemplifies the district's mission to cultivate the best through identifying each student's current levels of progress and what they each need next to be successful on the subsequent appropriate learning benchmark. Pre-kindergarten learning supplies continue to be purchased with ARP ESSER funding so as to improve access for early intervention, access for students to attend school and interact with peers, and to learn how to work with adults who are not their parent. Pre-kindergarten is open to all district students, with particular emphasis on enrolling students from diverse socio-economic backgrounds, students experiencing homelessness, and students who are English Language Learners. Musical instruments are purchased so that there is less sharing of mouth-pieces and possible cross-contamination from traditional sharing practices. Additionally, due to the school closures, band/instrument instruction experienced a lapse and band teachers were able to introduce or re-teach introductory lessons for a wide range of students. 	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 or Expansion of Existing Programs in Current Year	Investment (\$)
<p>MTSS program (BIMAS, coordinator)</p> <ul style="list-style-type: none"> 2021-22 saw an expansion of the district's Multi-Tiered Systems of Supports (MTSS), a need recognized by the pandemic-forced school closures. Learning loss took place from March '20 through August '20. The district fully reopened (Pre-Kindergarten through 12th grade) in person starting in the 2020-21 school year. CARES act monies helped begin the reimplementation of the district's MTSS programs. ARP ESSER monies continued to enhance the program through hiring an MTSS coordinator and five academic intervention teachers (in 22-23 and 23-24) to identify, target instruction, and assess student achievement in learning. Professional development was also provided to all staff in learning how the expanded MTSS program functions. Total investment in current year: \$79,736+\$15,000=\$94,736 	94736
<p>ELL Liaison</p> <ul style="list-style-type: none"> The district did not employ an ELL Liaison prior to the COVID-19 pandemic. As a result of new students to the district with a need for English language access, and some of this population of students reluctant to come to in-person school due to the ongoing pandemic, the district created this new support position by hiring a multi-lingual liaison who could meet with students and parents both in school and at home. This helped to connect students from a range of cultural and social backgrounds so as to promote inclusion and diversity across our community. Total investment in current year: \$0 (paid in 21-22 from CRRSA funding; ARP ESSER funding supported in the 22-23 and 23-24 school years) 	0
<p>Early childhood/pre-kindergarten</p> <ul style="list-style-type: none"> The district already had existing 3 year old and 4 year old pre-kindergarten programs. ARP ESSER funding supported the ongoing in-person programming for both grade levels in the 21-22 school year. Total investment in current year: \$20,766 	20766
<p>Professional staff Substitutes</p>	82798

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> Daily building substitute staff were hired to assist with last-minute absences of teachers and other staff who were forced to remain home if exposed to or contracted the COVID-19 virus. This new substitute arrangement, not previously existing prior to the pandemic, allowed a more seamless transition each day of in-person instruction at school. Total investment in current year: \$82,798 	
<p>Professional staff Grade level teacher</p> <ul style="list-style-type: none"> To reduce class sizes so as to accommodate social distancing in classrooms across the 2nd grade, an additional teacher was hired in the 21-22 school year and was supported by the ARP ESSER funding. Total investment in current year: \$65,000 	65000
<p>Purchased Services/Student Intra & Extra-curricular activities Musical instruments</p> <ul style="list-style-type: none"> Musical instruments were purchased as described above to reduce the harmful impact of learning loss to the district's music and performing arts program. Total investment in current year: \$137,000 	137000
<p>Purchased Services/Student Intra & Extra-curricular activities Karate supplies/program</p> <ul style="list-style-type: none"> A karate program was created as a new feature of extracurricular student activity as described above to help students be active, learn responsibility, trust peers, as well as elements of self-defense in a socially-distanced after school in-person environment. Total investment in current year: \$11,496 	11496
<p>Purchased Services/Student Intra & Extra-curricular activities Yoga</p> <ul style="list-style-type: none"> An expansion of the district's current yoga program for the district's littlest learners as described above to help students learn self-regulation, patience, and wellness. Total investment in current year: \$0 (ARP ESSER funding supported in the 22-23 and 23-24 school years) 	0
<p>Supplies and materials Chromebooks</p> <ul style="list-style-type: none"> Student chrome books were purchased so that each student was assigned their own device for the 21-22 school year. This expanded our 1:1 device program ahead of our original pre-pandemic schedule of implementing 1:1 across the district (formerly just 3rd and 6th grades). Total investment in current year: \$38,500 	38500
<p>Supplies and materials PBIS supplies</p> <ul style="list-style-type: none"> PBIS supplies were purchased to support the ongoing positive behavior intervention initiatives across the district. PBIS programs, including Positivity Project, were expanded from Elbridge Elementary and the high school from before the pandemic to the entire district during the pandemic (including middle school grades 4-8). Total investment in current year: \$15,000 	15000
<p>Supplies and materials Student desks</p> <ul style="list-style-type: none"> Student desks were purchased for Elbridge Elementary to accommodate new learning spaces that promoted socially-distanced in-person learning. Total investment in current year: \$65,000 	65000
<p>Supplies and materials Air purifiers</p> <ul style="list-style-type: none"> Air purification system units were purchased as part of the district's clean air initiatives following the outbreak of the COVID-19 pandemic. In doing so, the district was able to return to in-person school for all grades (prekindergarten through 12th grade) in the 20-21 and 21-22 school years. Total investment in current year: \$149,998 	149998

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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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the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	232,976	82,617	0
Maximizing in-person instruction time.	65,000	0	0
Operating schools and meeting the needs of students.	137,000	0	0
Purchasing educational technology.	38,500	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	31,512	31,512
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	109,736	94,736	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	11,496	12,300	12,300
Supporting early childhood education.	20,766	0	0
Other (please describe below)	0	0	0
Totals:	615,474	221,165	43,812

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

N/A