

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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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>also be used:</p> <ul style="list-style-type: none"> • Academic Intervention Services Plan • Comprehensive Counseling Plan • Special Education Plan • Response to Intervention Plan 	
<p>Summer Learning Program</p> <p>The district created a 6 week K-8 summer program focused on learning loss, reinforcement of skills, and enrichment. The district partnered with our local community center to provide other opportunities in STEAM, arts and music, hands on learning experiences, and social emotional learning. We created two summer learning coordinator positions to help develop and ensure the success of the program. Summer school teachers were hired to develop and implement the summer school curriculum in respective content areas. Lessons were developed using Fountas & Pinnell classroom and students were engaged in shared reading, word study, and guided reading activities to support their learning. Teachers utilized Engage NY Modules to develop math lessons. Extra time and practice working on the following skills (phonics, phonological awareness, fluency, writing, and comprehension, fact fluency, and word problem solving) will address the impact of lost instructional time during the school year. To ensure that all students could participate the district provided transportation and meals to all students.</p> <p>Allocations covered the cost of supplies, materials, equipment, human resources needs and collaborative partnerships to accommodate summer learning programs.</p>	7:1
<p>After School Programming</p> <p>This school year, building principals wdeveloped teams for extended day and/or afterschool programming. The focus was on supporting students with learning loss, reinforcement of skills, and enrichment. We created after school coordinator positions to help ensure the success of our extended day/afterschool program. Extended day teachers were hired to develop and implement interventions based on school curriculum and assessment data in respective content areas (Math, Science, Social Studies, ELA). Evidence based programs that will be used during this time include: Words their Way, Engage NY Math Modules, First in Math, Do the Math, Really Great Reading (Boost and Blast), and Leveled Literacy Intervention. Using a tutoring model, student will have extra time with a teacher to engage in learning opportunities and practice which will address their specific areas of needs. To ensure high quality lessons, teachers will have access to feedback from an instructional coach. Transportation will be available so that access to the program is available to all students.</p>	8:1
<p>Reading Interventions</p> <p>We added a reading teacher. Reading teachers serve as a support for classroom teachers and are available for coaching and providing support when creating Tier 1 and 2 interventions. Students at higher levels of risk receive targeted reading instruction from both their classroom teacher and a certified Reading Teacher. Student progress is monitored regularly and reviewed by the school's Reading Team. Intervention services are most effective when reading teachers collaborate with classroom teachers. With the return to school from the COVID closure, our student assessment data has shown a need for additional intervention services to support students in the areas of phonics, phonological awareness, fluency, writing, and comprehension. The programs that will be utilized to support student learning include Reading Recovery, Leveled Literacy Intervention, and Really Great Reading. We added a elementary teaching position for our students who have been identified as struggling due to learning loss. This position would specialize in offering reading support using Leveled Literacy Intervention, Really Great Reading, and Words their Way to help close learning gaps.</p>	5:1
<p>Academic Intervention Supports (AIS)</p> <p>At the High School level we added a Academic Intervention Specialist (AIS) for our students who have</p>	

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