

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

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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.

We decreased funding to Western Suffolk BOCES due to lack of enrollment for remote students. Funding for Credit Recovery classes was also decreased for the first year as the amount budgeted exceeded the number of students participating in this initiative. We removed the funding for the Technology Integration Specialist as this was budgeted through a different source. Funds were added to cover the cost of a .2 FTE ENL teacher due to increased enrollment.

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

During our bi-annual presentations to the Board of Education and community, and through a specific email set up to receive public comment, the following inquiries were posed with regards to how monies were allocated:

- What initiatives have been most successful? According to students' participation, the after school literature clubs were very well received. Our summer school initiatives, including our Summer Boost Program for students in grades Kindergarten through 8th grade and our partnership with WSB for students in grades 9-12, has met with tremendous success. This can be measured through students' participation, students' passing rate, and parent surveys.
- What initiatives are anticipated to be funded once the grant monies have been exhausted? After evaluation of students' interest and the effectiveness of each initiative, the administration will recommend moving some programs and staffing into the Operating Budget. We hope to continue some of the student clubs, the additional summer support, and some instructional positions that support student success.

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 (# : #)
Homework clubs were offered in grade levels 2 - 5 to address organizational skills, as well as math and literacy skills.	4:58
Literature clubs were offered in grades K-5 and focused on literacy skills that included inferencing, comprehension, main idea, character traits, etc. These clubs also helped to build students social emotional learning skills as they practiced their communication skills while forming positive relationships with peers and trusted adults.	11:288
An American Sign Language club was introduced that supported basic dialogues one can have with a deaf person. This enrichment class also supported students socially and emotionally as they built relationships with their peers.	1:7
The credit recovery classes were implemented in Math, Science, Social Studies and English at John Glenn High School. These classes offer students who are at-risk the opportunity to redo coursework or retake a course through an alternative means.	13:113
These funds enabled us to reinstate a Math Academic Intervention teacher assistant and hire a teacher assistant to support students aquisition of the English language in our elementary programs.	2:804
We were also able to hire a teacher assistant to support our Instructional Technology program and 1:1 Chromebook initiative.	1:417
The high school wellness initiative brought in two programs to address the social emotional well being of students due to the pandemic. These researched programs address reducing stress and enhancing academic achievement.	2:698

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
	0	0	0
Totals:	700,696	602,369	600,425

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

(No Response)