

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 prioritized 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;

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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.

FS10A for ESSER 2 to reclassify purchased services money to Boces Services for software purchase.
 FS10A for ESSER 5% to reclassify money from Boces Services to Equilent.

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

We have had limited feedback from our surveys and the public hearing is being held on June 23, 2022. We have been able to collect more informal feedback from parents, teachers, and students through ongoing discussions and through general feedback from families.

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>The Keshequa Central School District will prioritize the following programs to maximize in-person instructional time: summer instructional programming, enrichment activities, additional staff for Response to Intervention support and coordination, use of teachers on special assignment, providing professional development on researched-based best practices for instruction in in-person and virtual learning environments, continued employment of staff who support instructional technology, and implementation of after school tutoring/instructional programs.</p>	

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Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<p>diagnostic assessment, data collection, and the disaggregation of data. Through an MTSS model, the District is using data teams to monitor student progress, adjust interventions and provide timely student support. The District has increased its capacity for providing intervention by adding instructional support positions at each of its three buildings. These positions provide targeted interventions to students and are tasked with monitoring data to assess student progress in skill deficit areas. The District uses multiple assessment tools(I-Ready, F &P Reading Levels, other tools for phonics and phonemic awareness, and classroom-developed Curriculum-based assessments) to collect ELA and Math data for our Kindergarten through 8th-grade students. Students in 9th -12th grade are monitored through their core classes' formative and summative unit assessments. We will monitor the Socio-emotional needs of all district students through the use of SEL survey tools specifically designed for each grade band. Through regularly scheduled data team meetings, students would qualify for specific interventions to target their specific areas of deficit. These interventions are progress monitored regularly, and the progress monitoring data, in addition to other ongoing assessment measures, will determine the continued need for remediation. Our District and building counseling teams meet on a regularly scheduled basis to identify Tier 1 SEL needs that can be addressed through our Character Education and PBIS programs. Each building has a building-level team that meets weekly to review student needs identified through classroom observations, behavioral data, and attendance. This team develops tier II and III plans that include progress monitoring steps to support students when the data determines a need for it.</p> <p>While the District has an established summer intervention program already for our 1st through 6th graders, we're expanding the grade levels, duration, and types of programs that we offer. The District is continuing to research additional programs that would provide increased instructional and socio-</p>	

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)