

**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

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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.

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

According to the survey we sent out to the community (207 responses), the following was determined:

- 67% of respondents indicated they supported funding for students to safely return to in-person instructions by maintaining regular cleaning and disinfecting of all instructional spaces.
- 72% of respondents expressed they supported use of funds for staff development and providing optimal student-staff ratios.
- 48% of respondents supported using funds to improve the physical plant infrastructure.
- 45% of respondents wanted to see funds used to purchase educational technology.
- 51% of respondents indicated they supported spending funds to address the impacts of COVID-19 pandemic of interrupted instruction and learning loss on low-income students, children with disabilities, English Language Learners (ELLs) and students experiencing homelessness.

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 (# : #)
The goals of the program are as follows: <ol style="list-style-type: none"> <li>1. Safely return to in-person instruction by maintaining a high level of cleaning and a layer of virus mitigation by using ESSER funds to sustain enhanced cleaning services.</li> <li>2. Implement a summer enrichment program at Newfane Middle School to provide additional learning opportunities for all students.</li> <li>3. Provide and distribute meals to families during the pandemic to meet the needs of students and families.</li> </ol>	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 Investments	Amount
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ARP Spending Plan Reporting

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
instruction.	82,072	60,000	60,000
Maximizing in-person instruction time.	0	30,000	77,600
Operating schools and meeting the needs of students.	21,576	420,000	420,000
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 71 0 6 0 rg (health, and 71 0 6 0	0 6 0 6 0 6 0 6 0 6 0 6 0 6 0 6 0 6 0 6 0 6	455.67 570 Tm ET /Spa4se81.28499 Tm 0 0 g ET EMC BT 1 0 Tm /F2 10 T	