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 Departent (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;

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.

   1a. **Please provide a summary of those changes and the need informing those changes.**

   The following amendments have been made and approved through the NYSED process:

   Funding was allocated for AIS positions, but were unable to be filled. Thus, the funding was shifted to enhance the safety and health quality for students and employees.

   Amendment #1: School Safety Monitor, cameras, Restorative Practices training

   Amendment #2: Badge readers and HVAC shifted from equipment to purchased services

   Amendment #3: Additional HVAC work

   Amendment #4: Additional camera work

   Amendment #5: Additional HVAC work

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

   Public comment was allowed through budget workshop sessions where the community was encouraged to give feedback to the proposed uses of funds. In addition, the community was informed of progress on uses of the funding through TigerTrends email blasts weekly. They had the ability to write back and give feedback. Finally, there was the ability to attend community Zoom meetings that discussed the prospects for utilization of funds during its planning period.

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 (# : #)
4 Elementary positions (1 PreK teacher and 1 PreK aide and 2 5th grade) were added to address learning loss and interrupted instruction experienced during COVID. The ability to have smaller class sizes allows for more individualized instruction and bridging the learning gaps.	46:4
2 High School positions (1 Special Education and 1 AIS) were added to address learning loss and interrupted instruction experienced during COVID. These positions diectly addressed the academic deficits detected upon return to "inperson" classes.	95:2
12 Teachers were asked to teach an additional class each day in order to help students adjust to learning loss and interrupted instruction that occurred during COVID. The addition of the class periods allowed for addtional electives to be offered, as well as servicing multiple nontraditional programs districtwide.	187:12

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 ($)
COVID Supply purchases (masks)	$17,511
Classroom supplies for enrichment program	$1,268
Security Camera Upgrade	$227,649
Badge Reader System Upgrade	$199,029
Diversity Cafe Construction	$100,000

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Summary of New Programs _or_ Expansion of Existing Programs in Current Year	Investment ($)
Research Foundation of Binghamton University (Community Schools)	$100,000
IIRP Graduate School-The mission of the International Institute for Restorative Practices Graduate School is to strengthen relationships, support communities, influence social change, and broaden the field of restorative practices by partnering with practitioners, students, and scholars	81,604
HVAC System Upgrade	$385,000
School Safety Monitor (half year 2021-22)	$18,190

American Rescue Plan (ARP) Spending Plan Reporting

5. **Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.**

	2021-22 School Year ($)	2022-23 School Year ($)	2023-24 School Year ($)
Safely returning students to in-person instruction.	30,677	49,661	49,662
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	1,269	161,866	161,866
Purchasing educational technology.	0	350,000	350,000
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.	457,287	2,499,304	2,498,908
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	100,000	120,000	140,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	17,615	26,192	26,193
Other (please describe below)	1,591,678	22,356	0
Totals:	**2,198,526**	**3,229,379**	**3,226,629**

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

Security Camera Upgrade, Badge Reader System Upgrade, Diversity Cafe Construction, HVAC System Upgrade