

**State Budget Reporting and Foundation Aid 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.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

**Instructions**

The *State Budget Reporting and Foundation Aid 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

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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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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	Goal: Continue the implementation of non-mandated, integrated co-teaching (ICT) model across all grade levels. Metric: Provide ICT opportunities at all grade levels. Ratio: Maintain current non-mandated levels.	26% of stakeholders responding to our survey on the utilization of additional Foundation Aid indicated a desire to continue funding of current school initiatives such as the integrated co-teach model.	121721
Reducing class sizes	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Goal: Provide instructional support for teachers through the creation of a new teacher resource specialist position in order to further instructional advancements at the junior-senior high school level in order to enhance student learning, increase differentiation within the general education classroom, and support an MTSS-approach. Metric: District will hire a teacher resource specialist who will work with teacher, daily at the junior-senior high school on instructional practices. Ratio: Double the personnel assigned to developing, furthering, assisting, and implementing instructional strategies in the district.	47% of stakeholders responding to our survey on the utilization of increased Foundation Aid reported providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas.	193171
Addressing student social-emotional health	Goal: Increase level of counseling support for 10-12 grade students and expand the career and college programming. Metric: Ensure that counselors meet regularly with all students on their caseload through the hiring of an additional counselor. Offer expanded college and post-secondary informational programs for all students. Ratio: Reduce current student-to-counselor ratio for 10-12th grade students, 160:1 to 134:1 for three counselors and 80:1 for the new counselor who will provide the additional post-secondary programming.	55% of stakeholders responding to our survey on the utilization of increased Foundation Aid reported addressing student social-emotional health as a priority.	195688
Providing adequate resources to English language learners, students with disabilities, and students experiencing	Goal #1: Provide special education teacher training and support, reduce the	28% of stakeholders responding to our survey on the utilization of increased	448529

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
homelessness	ratio for chairing initial committee on special education meetings in order to provide consistent support and follow through for students, teachers, and parents through the creation of a new CPSE/CSE Coordinator position. Metric #1: PPS staff will meet with teachers at least twice a month to provide professional development for special education and related staff. Ratio #1: Reduce the ratio of meetings chaired amongst PPS staff from approximately 150:1 to approximately 100:1. Goal #2: Strengthen and bolster the integrated co-teach model for students with disabilities through the creation of a new 0.8 FTE elementary special education teaching position and support for an additional 0.7 FTE junior-senior high school special education teaching assignment. Metric #2: Delivery of integrated co-teach instruction in the areas of science and social studies at the elementary level across all buildings. Delivery of integrated co-teach instruction in the areas of chemistry and geometry and self-contained instruction in the area of 9th-grade mathematics. Ratio #2: Reduce the special education student-to-teacher ratio at Seely Place Elementary School by approximately 1 student per teacher.	Foundation Aid reported addressing providing adequate resources to English Language learners, students with disabilities, and students experiencing homelessness.	

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
School safety and security	Goal: Enhance practices and protocols related to school safety and security. Metric: Partner with outside consulting firm specializing in this area to assist in emergency plan development on an ongoing basis throughout the 2022-2023 school year. Ratio: Currently not	In our survey results, stakeholders indicated that in light of recent events, the school should improve our school safety measures.	26,620

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Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	partnering with an outside consultant. Moving towards full-implementation of consultant-based and led model.		

**Use of Foundation Aid Increase (Cont.)**

3. **Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision not to include? (250 words or less)**

Public presentations regarding the use of additional funds were made at BOE meetings on the following dates. During each meeting, two opportunities for community comment were provided.

- 2/8/22
- 2/15/22
- 3/8/22
- 4/6/22
- 6/21/22 (Public Hearing on Use of Additional Funds)

Additionally, stakeholder input from within the schools was solicited through the budget development process. Namely, faculty, and staff were provided opportunities to present their requests to building principals and directors who, in turn, synthesized requests and made presentations to the assistant superintendent for review and prioritization with the superintendent of schools. Lastly, a survey was sent to all community members to elicit their feedback regarding the prioritization of the use of the additional funds.

Comments received from community members, faculty, staff, and Board of Education members within the above confines were considered, and in most instances, acted upon. However, a number of recommendations, such as providing air-conditioned spaces throughout all campuses (to a great extent, already being addressed in our current capital bond project), increasing the number of teacher aides (approaching our county-approved cap), providing transportation for in-district students (expense associated would far exceed the additional revenue anticipated), and improving traffic patterns at all schools (to a great, extent already being addressed in our current capital bond project) were unable to be included.

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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.**

Initially, we gathered input on the use of ARP and ESSER funds on June 8, 2021 through a public hearing held at a Board of Education meeting. Since that time our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through opportunities for community comments at Board of Education meetings and the budget development and presentation process. If any substantive revision is to be made to the plan, we will formally solicit additional public comment.

**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 (# : #)
Targeted evidence-based interventions to address learning loss through the expenditure of funds to support students in the summer of 2021, including: <ul style="list-style-type: none"> <li>• Summer enrichment for English language learners</li> <li>• Summer credit recovery opportunities for students not meeting state and local benchmarks at the junior and senior high school level</li> </ul>	3:1
Providing support for students not meeting state and local benchmarks in mathematics through the hiring of an additional mathematics interventionist.	50:1
Increase air quality through the replacement of the HVAC system supporting the Resource Building on the Junior/Senior High School campus.	NA

**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 (\$)
No new programs or expansions are planned. The funds allocated are accounted for (i.e., spent completely for the first two program goals outlined above or targeted for the expense of the third program goal above). The investment listed to the right represents the funds that will be spent in 2022-2023 on the HVAC replacement outlined in the third program goal above.	286710

**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.	45,569	241,346	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	67,569	0	0
Purchasing educational technology.	0	0	0
Addressing the impacts of the COVID-19 pandemic on students, including the	0	20,000	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	9,160	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>122,298</b>	<b>261,346</b>	<b>0</b>

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

(No Response)