

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	Additional Special Education teacher - Provide more consistent, targeted instruction to support the growth and development of students with disabilities at the middle school level. A Senior Internship Coordinator will allow the District to provide internship direction and guidance to all students	Numerous budget presentations were shared with the community and refinements were made based on community feedback.	129861
Reducing class sizes	Additional 0.5 FTE Art Teacher to reduce art class sizes	Numerous budget presentations were shared with the community and refinements were made based on community feedback.	76736
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Addition of a Lead Reading Teacher - Targeted reading instruction will be provided to students who are below grade level. Data from the the Aimsweb assessments and NYS tests will be utilized to measure student need and growth.	Numerous budget presentations were shared with the community and refinements were made based on community feedback	126861
Addressing student social-emotional health	Addition of an Elementary School Counselor to intensify mental health interventions in the elementary schools. Data will be tracked to measure student interactions, individuals and group counseling sessions, and full-class lessons. The number of disciplinary referrals and risk assessments will be monitored to measure the impact of the additional counseling support.	Numerous budget presentations were shared with the community and refinements were made based on community feedback	126861
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The Special Education teacher and Elementary School Counselor mentioned above will also address this priority area. The Special Education teacher will provide more consistent, targeted instruction to support the growth and development of students with disabilities at the middle school level. The Elementary School Counselor will help to intensify mental health interventions in the elementary schools. Data will be	Numerous budget presentations were shared with the community and refinements were made based on community feedback. Additional discussion with the PTSA, SEL and DEI committees highlighted the need for additional SEL and special education services.	253722

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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 (\$)
	tracked to measure student interactions, individuals and group counseling sessions, and full-class lessons. The number of disciplinary referrals and risk assessments will be monitored to measure the impact of the additional counseling support.		

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

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 to not include? (250 words or less)

All of the district administration recommendations were presented in numerous budget presentations, faculty and administrative team meetings, PTSA, parent PAC meetings and other ad hoc meetings. The District relies heavily on our strategic plan and annual survey information to guide our decisions on new budgetary programs. Further, the District performed a root cause analysis that identified disproportionality among students of color in discipline and special education classification rates. The addition of a lead reading teacher, an elementary school counselor and a middle school special education teacher will increase the depth of targeted interventions that are afforded to students. This will offer increases in resources to provide early interventions through the District's MTSS process to support student learning needs and to introduce additional interventions to address needs that may have historically resulted in disciplinary consequences.

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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.

The Board of Education, faculty members and community members were supportive of the proposed use of funds as they targeted needs that have been identified by NYS assessments and local learning assessments, as well as disproportionality that was identified in the root cause analysis for students of color and those with disabilities. The feedback received has also led to further planning which will ultimately result in revisions to our application for specific programs.

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 (# : #)
As part of the District's commitment to Diversity, Equity and Inclusion, twenty four staff will be trained in Restorative Practices where they can use what they learn to support their students' behavioral needs. This is aligned with the District's goal of creating welcoming and affirming environments for all. Additionally, a third Lead Learner cohort of teachers will be trained by the NYU Metro Center and in-district facilitators in anti-bias/anti-racism training. The goal with both of these professional development opportunities is to continue to build the capacity of all staff to be engaged in the district's DEI work. As part of the District's commitment to social emotional learning, funds are allocated to purchase the Second Step program that will be taught in the elementary classrooms which focuses on SEL and strategies for students to learn how to navigate their lives. The goal is for all students K-5 to be given access to the content of this program to support their social-emotional well being. As part of the District's commitment to providing differentiated reading instruction, twenty four teachers will be trained in the Orton Gillingham reading program. Students who are in need of a more structured and specialized reading intervention will be taught using this reading program. The goal of this professional development is to strengthen and enhance the skills of our teachers to better support our most struggling readers	18:1

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 New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
Air filters were added in larger instructional spaces, including cafeterias and health offices, to minimize covid spread. Additionally, two teachers received Wilson Reading Level 2 at the cost of \$9698 to further enhance their teaching capacity to support the district's most struggling students in the area of reading.	44298

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			

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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.	34,650	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	109,915	0
Purchasing educational technology.	0	0	53,504
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.	9,648	93,300	52,500
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	30,731	20,631
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	60,000	0
Totals:	44,298	293,946	126,635

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

Other funding will be used to develop a new strategic plan. This plan will incorporate the additional aspects of implementing evidenced based strategies to meet students's SEL and academic needs, further our work with diversity, equity and inclusion, address use of technology for instruction among other areas.