

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	N/A	N/A	0
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	N/A	N/A	0
Addressing student social-emotional health	N/A	N/A	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	N/A	0

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 (\$)
Limit Local Property Taxes	Limit 2022 school tax levy to \$20,437,000. Limit estimated 2022 true value tax rate to \$22.74 or less per \$1,000 of assessed value.	Community voiced concerns over school tax bills	1,770,321

Use of Foundation Aid Increase (Cont.)

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- 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)**

Since first promised in 2007, Foundation Aid was intended to reflect the State's financial responsibility for providing a sound basic education - calculated as the difference between the standard local cost of a successful education minus a minimum Expected Local Contribution. The State's own calculations indicate that more than \$70M in Foundation Aid has been withheld from the district over the past 16 years. Even after the relatively large year-to-year increase scheduled for 2022-2023, the adopted State budget will still withhold \$1.7M in Foundation Aid. As a result, the district's taxpayers continue to carry a disproportionate share of the cost burden.

Parents, teachers, and other stakeholders are invited to share feedback and suggestions at 2 public comment periods during every Board meeting, at the annual Budget Hearing, or by email to the dedicated budget feedback address budget@palmacsd.org. Taxpayers have repeatedly voiced concerns about the tax levy, tax rates, and their school tax bills. The Board of Education, representing those stakeholders, have repeatedly written to State legislators to advocate for full funding of Foundation Aid.

Without the scheduled increase in Foundation Aid, the district's 2022-2023 budget would have required a school tax levy of more than \$22.2M, representing a tax increase of more than 10%, and an estimated true value tax rate of \$24.70 per \$1,000 of assessed value.

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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 Palmyra-Macedon Central School District has several existing structures in place involving multiple stakeholders (parents, higher education, community organizations, students, family and community outreach liaisons, administration, teachers, and local agency partnerships). These structures were utilized to discuss needs, root causes, and solutions. The stakeholder structures included: Building Shared Decision Making Teams, District Professional Development Committee, Organizational Leadership Team, Student Leadership Groups, and Instructional Leadership Council. Within the structures, the groups explored the overall needs in our district. After the review of the needs, the groups looked at the potential root cause of the needs. Based on those two steps, problem-solving began to discuss how and where can programs and supports be utilized to address the root cause issues and needs. The discussion results were compared to previously collected data from caregiver and student survey data.

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 (# : #)
1. Improve the overall social-emotional & mental health wellness for the entire Palmyra-Macedon School Community to create positive learning environments and behaviors PK-12.	1:11
2. Strengthen all tiers of the instructional program to improve student academic growth and achievement across all areas.	1:11

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 (\$)
Providing mental health service and supports contract with Family Counseling Service of the Finger Lakes to provide the Finger Lakes Resiliency Network services Quarterly staff training regarding Adverse Childhood Experiences (ACE's), the impact of trauma, and the power of resiliency Quarterly Safe Zone training Facilitating coaching sessions, creation of Core Implementation Team (CIT), and trauma-informed care practices Providing one leadership training regarding a culture of traumainformed care Providing an organization-wide Organizational Self-Assessment (OSA) Reviewing, interpreting, and discussing OSA results with the CIT Facilitating bi-monthly workshops to create collective community impact Providing four individualized coaching sessions to the CIT Providing two coaching sessions with communities of practicebased cohorts Providing modules within the Finger Lakes Resiliency Network Hub, based on SAMHSA's domains of consideration and guided by the three phases of implementation adapted from the Institute on Trauma and Trauma-Informed Care	23200
Addressing the academic impact of lost instructional time among an LEA's students by implementing evidence-based activities to meet the comprehensive needs of students and providing information and assistance to parents and families on how they can effectively support students, including in a distance	45500

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
environment. Cross contract with Tompkins Seneca Tioga BOCES to provide Paper (https://paper.co/product) online tutoring service (\$45,500/year)	

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.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	739,056	622,516	465,498
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.	45,500	45,500	45,500
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	23,200	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	70,200	70,200	7,020
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	877,956	738,216	518,018

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

(No Response)