

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/23/2022

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

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

Page Last Modified: 06/23/2022

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/27/2022

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	Retain Credit Recovery Teacher, Expanding Credit Recovery to Community Based Partners, with additional tutoring at CBO location	While increasing graduation rate was not rated as highly on district survey, District Leadership Team (inclusive of Teachers, Parents, Students, administrators and community members placed a strong emphasis on the need for these supports.	162472
Reducing class sizes	Retain 10 Elementary Teachers	Use of District survey tool (Thought Exchange) and Community Forums expressed the value of smaller class sizes at the elementary schools. Average class sizes K-4 are at or below 21.	1000000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Expanded Curriculum Writing, providing mentors through multiple community based organizations, specialized summer programming for incoming 9th graders (Summer 90). Increased extended day offerings that are both SEL and academic in nature. Comprehensive course evaluations and continued support of Lead Teacher model.	Through our survey tool and community forums the need for curriculum work that is both CRE and academically enhanced was a priority. Extended school day learning opportunities was also a highly rated category in survey and community discussions. Teacher input through Building Leadership and District Leadership teams.	335000
Addressing student social-emotional health	This area is being addressed through the use of ARP funding.	This area is being addressed through the use of ARP funding.	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	District increased ELL faculty in all buildings. New Comer program was established. SWD department increase of staff in all buildings.	Concerns for the growing ELL and SWD population rated very high on our District survey tool. BLT and DLT identified the needs for extra supports for both ELL and SWD.	905576

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 (\$)
Continuing to provide the same level of transportation to students	Continuing the District capacity to transport more than 5000 students, 135 bus routes to and from school daily. Continued late buses at Middle	Adequate transportation was identified as a need to ensure student attendance by both the community and District Leadership groups. Late bus	1,526,292

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/27/2022

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 (\$)
	and High Schools.	avaialbility for extended day and summer programming was also seen as a key to student participation and success.	
Providing safe environments and buildings	Allocating funding for existing debt service to ensure current capacity to upgrade and maintain clean, safe, healthy school buildings.	School safety and improved HVAC were rated very high on both the District survey tool and in community forums.	946,962
Maintaining a tax levy below the allowable limit	Allocated funding to stay below the tax levy limit.	Providing an education that is responsive to our students needs while keeping our community's values and ability to pay as part of our District priorities.	706,974
Providing adequate levels od operations and maintenance for safe environments	Maintaining our current level of Buildings and Grounds staff to ensure safe, clean, healthy school buildings.	School safety, cleanliness and improved HVAC rated very highly with all stakeholders.	360,276
Providing employee benefits to maintain staff levels	Allocating funding to continue to offer competitive benefits and maintain increased levels of staffing.	Small class sizes and continuing our current offerings rated highly with all stakeholder groups.	314,172

Use of Foundation Aid Increase (Cont.)

- 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)**

The District conducted 3 Commuinity Town Halls, used the Thought Exchange survey tool and engaged more than 15 organizations to determine the contents of the spending plans for additional funding. The district then conducted 5 public input forums during the school year and 5 Board of Education presentations during public session. Common recommendations included: Safe, Clean Healthy Schools (HVAC highlighted), Increased academic support and smaller class sizes, support for Endlish Language Learner and Students with Disabilities, Extended Day opportunities, Social Emotional and physical Health and providing support for learning loss that ocured during the pandemic.

The District implemented programs to address the common themes using both increased Foundation Aid and ARP funding. The common recommendation to install air conditioning in all buildings as part of a safe and healthy school environment was not addressed with this funding. The District determined it would be more fiscally responsible to approach air conditioning would be to do so through a comprehensive capital perject that would generate Building Aid and allow for proper upgrades to concurrent systems. The District Facilities Committee has planned a recommendation to the Board for this proposal.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/27/2022

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.

As the district received other grant funding for student technology (chromebooks), the funds were re-allocated to other initiatives. Funding for summer school programs for the high school and middle schools was added as well as for the YMCA Afterschool Care Program. A Peaceful Guardian program was expanded as well funding for Restorative Practices and Racial Equity training, expanded professional development, Bard College Mentor Program for the high school and on-line learning through BOCES.

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

The District conducted 3 Community Town Halls, used the Thought Exchange survey tool and engaged more than 15 organizations to determine the contents of the spending plans for additional funding. The district then conducted 5 public input forums during the school year and 5 Board of Education presentations during public session. Common recommendations included: Safe, Clean Healthy Schools (HVAC highlighted), Increased academic support and smaller class sizes, support for English Language Learner and Students with Disabilities, Extended Day opportunities, Social Emotional and physical Health and providing support for learning loss that occurred during the pandemic.

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 (# : #)
Addressing Learning Loss and Improving Academic Outcomes <ul style="list-style-type: none"> • After School Programming in all buildings • Extended Credit Recovery • Transition Programming • Reduced Class Size K-4 	21-1
Improving Academic Outcomes <ul style="list-style-type: none"> • Adoption of new Multi Sensory Reading curriculum • Fully implemented Pioneer Valley Reading Curriculum • Professional Development • Enhanced Music and Arts Program (Bardavon partnership) • Increased RTI providers and new curriculum • Montessori Training at George Washington Elementary (Montessori School) • Increased Guidance Counselors • Increased AIS instruction • Expanded Night School 	21-1
Social Emotional and Physical Well-Being <ul style="list-style-type: none"> • Increased Mental Health Clinics - Astor partnership • Dedicated Social Worker at each school building • Expanded Trauma Informed Training District-Wide • New SEL curriculum for Elementary Schools - Sanford Harmony • RBT's in each building • Attendance Social Worker for elementary schools 	21-1
Addressing the unique needs of ELL's, SWD's and Economically Disadvantaged students <ul style="list-style-type: none"> • New ELL readign curriculum - Fast For Word • Additional Bi-Lingual Family Worker 	21-1

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/27/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"> • Bi-lingual Social Workers (3) • ELL Outreach Program (with community partner - YMCA) • Parent Acadmies • Imbedded PD for SWD teachers (Deveroux partnership) • Speech Intervention Services • Differentiation PD 	
Diversity Equity and Inclusion Established a Department of Diversity Equity and Inclusion Hired two positions Director of Recruitment, Retention and Equity Director of Diversity Equity and Inclusion	21-1
Techology <ul style="list-style-type: none"> • Phase in a 1:1 initiative - Acquisition of Chromebooks for all students • Teacher PD and Support • Additional Instructional Technology Coach • Teach PD and Imbedded support • Addition IT support 	1-1
Facilities Comprehensive plan development for complete HVAC/AC installation Update, Upgrade and/or replace all District playgrounds and play spaces	21-1

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 or Expansion of Existing Programs in Current Year	Investment (\$)
Provided extended day programs at our two middle schools for additional learning opportunities and enrichment.	122098
Summer school programs for middle and high school students to address learning loss	438603
Additional staff and programing to improve cultural responsiveness and mental heath supports. Some specific investments includes five social workers to expand services to more and bi-lingual students, two bi-lingual family workers, restorative practices programs and trainings, Peaceful Guardians Program, expanded mental health services and training through Deveraux Foundation.	1334068
Teacher salaries and curriculum enhancements to continue providing educational services and support and to address learning loss. Current year investment includes Response to Intervention teachers in both math and reading, AIS teachers at the high school, an instuctional coach, as well as other curriculum enhancements.	1535874
The continuation of the Brothers at Bard mentoring program, Today's Students, Tomorrow's Teachers BOCES program, two positions - Director of Diversity, Equity and Inclusion, and a Director of Recruitment and Retention to benefit underrepresented students and recruit diverse staff.	466956
Providing adequate supplies and supports during COVID to allow the continuation of providing education services to all students. Includes COVID and nursing supplies and technology supports.	130502

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/27/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	130,502	358,719	371,305
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	1,804,315	3,328,667	2,385,646
Purchasing educational technology.	0	677,950	686,400
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.	105,976	471,035	505,373
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	1,426,607	1,322,806	880,914
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	560,701	139,299	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	4,028,101	6,298,476	4,829,638

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

(No Response)