

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	1. Address behavioral and academic obstacles for freshmen entering the high school 2. Provide school within a school attendance options for high school students to increase attendance 3. Address curriculum coherence and alignment in HS science	Community concerns with the perceived increase in behavioral issues; addressing the decrease in graduation rates in recent years; and providing alternative options (school within a school options for students with social-emotional challenges.	450,000
Reducing class sizes	1. Maintaining class sizes of 22 or fewer in grades K-2 and 25 or fewer in grades 3-5	Maintaining smaller class sizes to address perceived learning loss and behavioral issues	670,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Increasing access to academic intervention services in K-5 mathematics.	Address learning loss through MTSS (AIS) interventions to get students back on track for Tier 1 instruction.	75,000
Addressing student social-emotional health	1. Providing school adjustment services to students identified as needing assistance (Primary Project0 but not qualifying for special education. 2. Provide increased access to a school social worker for students and families in grades K-5.	Improve access to social-emotional supports for students in post-pandemic schooling.	175,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	1. Increase the options in the district's continuum of services for SWDs. 2. Offset out-of-district tuition costs for SWDs	Improve access to general education curriculum for students in 15:1; provide additional ICT options in grades 6-12; and keep tax levy increase below 3%.	475,000

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 (\$)
Protecting student data; maintaining support for teachers; keep taxes low	1. Strengthen our IT systems, security, and network access. 2. Increase professional development for delivery of the district's adopted and adapted curriculum. 3. Offset to the district tax levy given the perceived state of the	1. Strengthen our student data and PII security, continue to support our teachers, maintain a low tax rate while not cutting services	445,000

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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 (\$)
	local, state, and national economy.		

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)**

The general theme for input this year was to maintain the current level of services - particularly support for teachers - while also addressing the perceived learning loss of our students. The latter should be addressed through the ongoing development of our mental health team and associated trainings so as to minimize learning loss and the increase in behavioral issues that we experienced over the course of the year. The challenge for the Board and administration was to do this with only a modest, if any, increase in the tax levy which was accomplished, largely due to the increase in Foundation Aid.

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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.

Multiple presentations to the Board of Education were made in preparation for the development of our expenditure plan; a parent/community survey was issued with request for input on priorities within our draft plans; the draft plans were posted to our website with notice to staff, parents, and community; and updates have since been provided to the Board of Education on the execution of our plans which reflect the feedback received. Due to pandemic restrictions during the period of enactment, public hearings outside of Board of Education meetings were not held.

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. All students K-12 will have increased access to updated technology and ensure staff training for use of technology for teaching and learning	1:1

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 (\$)
1. Faculty in grades 6-8 in all instructional areas will develop cross curricular units to ensure grade-by-grade coherence aligned to Next Gen Standards using the International Baccalaureate Middle Years Program Frameworks.	545000

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.	13,200	13,200	0
Maximizing in-person instruction time.	0	0	310,000
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	659,100	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.	483,332	483,332	433,421
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	90,000	20,000	20,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	24,432	24,432	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Supporting early childhood education.	0	0	0
Other (please describe below)	223,408	223,408	223,408
Totals:	1,493,472	764,372	986,829

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

Employee benefits