

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	The Mechanicville City School District will utilize foundation aide increases to provide additional opportunities for student graduation pathways to eliminate the achievement gap. In the 2022-2023 school year the Mechanicville City School District will add three additional teaching positions including Technology, Business and Spanish. With the added teaching positions students are able to choose from alternative pathways to graduation meeting students where they are at and addressing different learning styles. With the increase of additional pathways students will be able to select a pathway that interests and engages them as well as fits their needs for future opportunities thus increasing the graduation rate.	The Mechanicville City School District has consulted a panel of parents, local community agencies, Teacher Union leaders, and staff to obtain feedback and needs from all perspectives. District level leaders reviewed all needs, requests, and wants to determine next steps for utilization of additional foundation aide to benefit the overall student body.	173413
Reducing class sizes	The Mechanicville City School District will utilize foundation aide to decrease class sizes at the Jr/Sr high School level. In the 2022-2023 school year the Mechanicville City School District will add three additional teaching positions including Technology, Business and Spanish at the High School level reducing class sizes and providing students with additional learning opportunities. At the Middle School level an additional ELA teacher will be added to reduce class sizes and focus on writing skills. With the increase of teaching staff class sizes will be reduced as well as expanded learning opportunities for students.	The Mechanicville City School District has consulted a panel of parents, local community agencies, Teacher Union leaders, and staff to obtain feedback and needs from all perspectives. District level leaders reviewed all needs, requests, and wants to determine next steps for utilization of additional foundation aide to benefit the overall student body.	173413
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The Mechanicville City School District will utilize foundation aide increases to provide supports for students not meeting state learning standards in core academic areas. The district will provide additional opportunities for students to engage in AIS and lab classes to address the	The Mechanicville City School District has consulted a panel of parents, local community agencies, Teacher Union leaders, and staff to obtain feedback and needs from all perspectives. District level leaders reviewed all needs, requests, and wants to determine next steps for	135914

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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 (\$)
	learning gap at all levels. Students benchmark data and performance target data will be utilized to determine the need for extra assistance in core areas. Additional foundation aide will assist the district to provide such services.	utilization of additional foundation aide to benefit the overall student body.	
Addressing student social-emotional health	The Mechanicville City School District will utilize foundation aide to address student social-emotional health. The district will contract with Saratoga Center for the Family to provide additional mental health supports to all students in grades K-12. The district is aware of the increase need for social emotional supports and in addition to the supports provided by Saratoga Center for the Family Social Emotional screeners will be purchased and utilized with all students in grades K-12. Supports and resources will be utilized to support students in need of additional services and supports.	The Mechanicville City School District has consulted a panel of parents, local community agencies, Teacher Union leaders, and staff to obtain feedback and needs from all perspectives. District level leaders reviewed all needs, requests, and wants to determine next steps for utilization of additional foundation aide to benefit the overall student body.	45000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The Mechanicville City School District will utilize foundation aide to ensure students with disabilities and those experiencing homelessness receive the supports and services required. Additional aide will be utilized for students requiring aides to ensure exposure to grade level curriculum and the least restrictive environment. In addition aide will be utilized for any other special education needs presented. With the increase in students experiencing homelessness and falling under McKinney Vento the aid will be utilized to ensure students receive transportation and other necessary supplies as situations preset.	The Mechanicville City School District has consulted a panel of parents, local community agencies, Teacher Union leaders, and staff to obtain feedback and needs from all perspectives. District level leaders reviewed all needs, requests, and wants to determine next steps for utilization of additional foundation aide to benefit the overall student body.	48798

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.

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

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 analysis of public comment from parents, teachers, and other stakeholders is an increased need for graduation pathways as well as increased supports for students falling below grade level. Fact finding conversations were held with each group to determine needs. After initial conversations a larger group was convened and analysis conducted of overall needs of the district. Discussions were held during board meetings as well as with board committees and community forums . Common suggestions and feedback were discussed as smaller groups and then as a larger whole group to determine best next steps and implementation for the district.

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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.

1a. Please provide a summary of those changes and the need informing those changes.

Changes made to ARP-ESSER include the elimination of the 1.0 Virtual Teacher and Trauma Informed Psychologist replaced with a 1.0 ELA AIS teacher at the elementary level and a 1.0 School counselor at the elementary level. The 1.0 AIS teacher provided academic intervention services to identified students utilizing a variety of qualitative and quantitative data source to identify areas of deficit. The 1.0 Elementary School counselor provided additional social emotional support to identified struggling students. The school counselor also used a push-in model into classrooms to deliver lessons on trauma, feelings, anger, and coping techniques.

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

The analysis of public comment from parents, teachers, and other stakeholders for the American Rescue Plan and actions put into place are that efforts and additions have been effective in addressing the needs of students, staff, and administration. Additions of an elementary school counselor have assisted with social emotional impacts from the pandemic and returning students to in person schooling. The at-risk teacher has worked to reintegrated disengaged students back to in person learning and provide support and increased differentiation to engage students. The addition of the MTSS coordinator for the district has put into place processes and procedures for analyzing student data and determining the need for AIS and special education services. The addition of AIS teachers has been introduced with the increase in students needing support across the district as findings from the work of the MTSS coordinator and data analysis. The COIVD liaison has been able to assist families with returning students to in person learning with the varying conditions and mandated quarantines this role has been an important addition to assist families with navigating to get students back in person to school. All of the findings above have been presented to stakeholders who have engaged in discussion and feedback of the above use of funds and are in support of the utilization of funds.

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 (# : #)
Program goals for ARP ESSER funding include safely returning students to in person instruction with supports and systems. Goals include systems and structures for an MTSS system which looks at the whole child including social emotional and educational components. To assist with the MTSS systems and structures goal the addition of the elementary counselor has played an important part for social emotional education and ensuring tier 1 supports for students are in place while engaging in social emotional classroom lessons. In addition the addition of the at rick teacher and AIS support teachers has assisted with the goal of in person instruction with proper supports and systems by ensuring students receive additional attention and services to engage and meet students at their level for increased participation and retention of information.	1:15

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 (\$)
Welge - ES counselor; Adalain- AIS This year our current programs and services will be expanded with the addition of academic and social emotional supports for students. Additional AIS teachers will be added to ensure students are receiving the instructional support and services required for success. In addition a behavior social emotional teacher will be added a the elementary school to assist with screening and servicing students in need as	118315

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
well as a teacher assistant. Over the course of the school year we have learned that social emotional challenges for students must take precedence over academic goals. We will be taking a whole child approach to servicing students both with academic and social emotional programs.	

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.	0	0	0
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.	548,737	715,382	430,665
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	13,333	13,333	13,334
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	33,334	133,336	256,516
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	595,404	862,051	700,515

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

(No Response)