

State Budget Reporting and Foundation Aid Survey - Budget ReportingBackground/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	HS Summer School, Grad point and credit recovery opportunities to increase graduation rates	Throughout the budget process and focused PTA meeting, the community was pleased with this concept to further support students graduating on time.	90000
Reducing class sizes	Provided additional staffing at K-2 to keep class sizes under local guidelines of 22 per section	Throughout the budget process, community members expressed satisfaction with lower class sizes for our youngest students due to the interruption of Pre-K services in our community.	160000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Additional Summer School Opportunities and targeted after-school learning institutes	The community asked us to extend the summer programs to all students not just those who needed targeted interventions. Thus we added more summer enrichments in addition to our targeted interventions	104381
Addressing student social-emotional health	The addition of a behavior specialist at the K-2 level to support the youngest students transition to the requirements of full day K-2 classrooms.	The community acknowledged and supported this spending because the transition of our K-2 students was challenging for many reasons following the pandemic. This specialist position also supported the shifting of part-time staff to other buildings to support additional counseling, prevention and social work.	160000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The addition of 2 special education teachers at the 3-5 elementary level in order to meet the unique needs of the newly classified students.	The community voiced concerns about the ratio of SE teacher to students at the 3-5 level. Thus we made this adjustment to support the needs of this buildings.	320000

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)

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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 disitrcet team hosted a PTA K-12 parent night sharing the foundation aid in conjunction with our propsed (approved) budget. We reviewed enrollment projections, staffing and student needs. We highlighted the programs and services we felt were needed to support our students in the priority areas listed above. The feedback from the community was favorable and highlighted the need for the district to remain actively monitoring the new registrations K-12 and any unique needs of our new students. A key point was to monitor class size, caseload assignments for ENL and Special Education teachers and to monitor the impact of the Behavior Specialist position to determine its efficacy.

Community members voiced concern that while these funds are being used to meet the needs of our students, any further needs including mental health sevices for all students needs further funding from the continued increases 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.

NA - we are in the process of finalizing year end FS-10 and will file amendments to both grants if necessary.

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 (# : #)
<p>The District will be spending these funds based on the plan that was previously presented to parents and community members. The majority of this grant is targeted to provide services and supports to students to address learning loss and regression and mental health at all four schools. These supports will run in the summer and throughout the school year and allow every student an opportunity to participate.</p> <ul style="list-style-type: none"> • The District has specifically targeted monies to provide additional support for students in the area of reading at the elementary levels. • The District is also looking to provide ongoing access to the new instructional tools that students learned to use and found highly engaging, including those for social emotional learning. • SOCS D is also seeking to recoup monies expended related to COVID-19 including, but not limited to, cost of required health and safety training, contact tracing, daily screening tools, cleaning supplies and provision of free school meal service. • The District will also recoup monies incurred by purchasing technology equipment for staff and students. • The ARP/CRSSA GEER monies are targeted to: <ul style="list-style-type: none"> • Provide direct support for academic needs at the secondary level through the creation of a student academic support center where students can drop in to request assistance at any time during the day. This will be partnered with the new Tappan Zee High School Counseling Center. • To provide additional reading support at the secondary level. • To expand fall/spring learning institutes. 	10.5:1

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 (\$)
<ul style="list-style-type: none"> • The ARP/CRSSA GEER monies are targeted to: <ul style="list-style-type: none"> • Provide direct support for academic needs at the secondary level through the creation of a student academic support center where students can drop in to request assistance at any time during the day. This will be partnered with the new Tappan Zee High School Counseling Center. • To provide additional reading support at the secondary level. • To expand fall/spring learning institutes. • Home tutoring for students impacted by COVID • Purchase of air purification systems for all classrooms and additional filters for upcoming year. 	1,593,966

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

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ARP Spending Plan Reporting

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the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	220,000	220,000	220,000
Maximizing in-person instruction time.	77,141	77,141	77,141
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.	0	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	45,383	45,383	45,383
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	66,667	66,667	66,667
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	409,191	409,191	409,191

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

(No Response)