

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	Alternate Education Program	COVID-19 created a dissonance from school for many students and parents. Based on interactions with these students and parents, we developed a program to specifically engage and support this growing population.	100000
Reducing class sizes	Added English Teacher	The district was understaffed in the area of Secondary English due to prior budget issues. This additional money allowed the district to correct that deficit, thereby returning class sizes and the ability to support them to normal. Several parents still expressed concern about the seeming lack of availability of our understaffed English department	100000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Hiring additional teacher for academic support in JrSr HS	The district was able to hire an additional teacher to assist in daytime tutoring and academic assistance to students that need that are at risk. Parents of these students were appreciative of this proposed support.	85000
Addressing student social-emotional health	N/A	This function is largely provided by a Project Aware grant that allowed us to expand social-emotional supports 3 years ago.	N/A
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Additional ELL teacher in VRES	The district will hire an additional ELL teacher to serve this growing population in our elementary school. The parents have not yet had a chance to express their support, but our 1 overworked existing ELL teacher was very appreciative.	100000

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 district has been in fiscal turmoil for the past few years. Several cuts were necessary. Since that very frustrating time, the additional money has allowed the district to replace the reductions and add new supports for the new post-pandemic needs of the student population. The community has shown support for these focused actions and is appreciative that the district is back on track both fiscally and academically. The only item not included for the funding above was well covered by a different grant and is not currently a deficit in our district. This money was focused on our deficit areas.

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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.

N/A. RCSD did not update ARP plans from original.

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>Many students lost ground and lost interest and focus in education. Our goal it to reengage those students before we lose them.</p> <p>RCSD began and continues an alternate education program for 7-12 grade students that meet this profile. The goal of the program is to meet the students where they are and to reengage them in the learning process. This consists of 3 classrooms (7&8), (9&10), and (11&12) that are staffed to provide supports and systems that constantly engage each student.</p> <p>Not only are these classes small (typically, but not strictly around 12 students), but they also reduce the class sizes of other sections in grades 7-12 thereby improving instruction for ALL students at Rensselaer JrSr High School.</p> <p>As a relatively small school district, we remain committed to reaching every student and engaging them in the education process.</p>	12:1

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
Rensselaer City School District instituted a middle school and high school Alternative Education program utilizing ARP funds. The 2021-2022 investment in this program is reflected in the dollar amount indicated.	289080

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	75,860	0
Maximizing in-person instruction time.	78,443	81,957	86,239
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	789,688	860,825	879,081

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	178,266	127,542	228,018
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,046,397	1,146,184	1,193,338

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

(No Response)