

**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	There will be a new assistant principal that will work with building leaders to oversee general building operations, student discipline, curriculum work and other duties. Currently, the high school has a combined position for assistant principal/director of health, physical education and athletics - a result of budget constraints from approximately 11 years ago. The combined position will be split once again into two separate positions in order to adequately address both roles and their numerous responsibilities. The new assistant principal will work closely with the Guidance Department, monitoring student progress on formative assessments and report card grades.	The community has voiced concern over college and career readiness. The new assistant principal position will allow school leadership to focus more intently of student need at the secondary level.	758024
Reducing class sizes	N/A	N/A	N/A
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	There will be a new position at Scotchtown Avenue Elementary School of a school Guidance Counselor to help support our youngest students and their families. School counselors help foster foundational skills, support students through challenging situations, and serve their social and emotional needs. There will also be another new position of School Psychologist that will provide academic, social and behavioral support to students and families throughout the district, including out-of-district placements and the district's Pre-K program. This will be tracked by monitoring teacher referrals to administration for behavioral interventions and general classroom assistance. This will also be monitored by the District's efforts to keep students in the least restrictive environment. Students who are dysregulated have a hard time attending	The community has voiced concern over student academic performance due to their ability to transition back to full time, in person learning. The addition of these staff will help to focus on student need as we continue to recover from the Covid-19 Crisis.	1000000

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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 (\$)
	to their academics. The support of a counselor will help deepen their focus on their studies, even at the youngest level. These are there most formative years.		
Addressing student social-emotional health	There will be a new position at Scotchtown Avenue Elementary School of a school Guidance Counselor to help support our youngest students and their families. School counselors help foster foundational skills, support students through challenging situations, and serve their social and emotional needs. There will also be another new position of School Psychologist that will provide academic, social and behavioral support to students and families throughout the district, including out-of-district placements and the district's Pre-K program. This will be tracked by monitoring teacher referrals to administration for behavioral interventions and general classroom assistance. This will also be monitored by the District's efforts to keep students in the least restrictive environment. The District is also implementing the Choose Love SEL program in an effort to create a K-12 standardized approach to addressing student needs.	The community has voices concern over students abilities to transition back to full time, in person learning. The addition of these staff members in conjunction with the Choose Love program is an effort to address those needs.	2000000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	N/A	N/A

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 (\$)
N/A	N/A	N/A	(No Response)

Use of Foundation Aid Increase (Cont.)

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- 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)**

Each year, during the budget process, the District Administration meets with all stakeholder groups, including principals, other administrators, teacher leadership and service organizations such as the PTO's or Booster Clubs. During these meetings, the Superintendent presents the proposed budget and the highlights for that year. Feedback is welcome during these presentations and is often reflected in the final budget presentation to the Board of Education for approval. Also, at the annual budget hearing held each year before the budget vote, the Superintendent and Assistant Superintendent for Business present the final version of the budget to the community before Board approval. The hearing is a mechanism for the administration to take feedback, incorporating that into the final presentation to the Board of Education prior to adoption. Common recommendations included an increase in counseling staff which is included in this approved budget.

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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.**

For each respective grant, either an in person or online meeting was help to discuss the District plans for use of available funds. The main focus for use of these funds is summer remediation and enrichment. Some additionla health and safety supplies have been purchased to support in person learning.

**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 (# : #)
Summer remediation for students identified by school based administrators or classroom teachers using standardized assessments such as MAPS NWEA or STAR and classroom assessments for purposes of identification.	15:1
Purchase of PPE to support in person learning.	27:1

**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 (\$)
Summer remediation for students identified by school based administrators or classroom teachers using standardized assessments such as MAPS NWEA or STAR and classroom assessments for purposes of identification. This program is known as the Gladiator Gains Program.	202,617

**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.	0	0	0
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	202,617	202,617	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
and enrichment programs.			
Supporting early childhood education.	0	0	0
Other (please describe below)	0	1,616,220	0
<b>Totals:</b>	<b>202,617</b>	<b>1,818,837</b>	<b>0</b>

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

The community has approved a capital improvement project at Scotchtown Avenue Elementary designed to improve the indoor air quality in the building.