

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 district will be utilizing ESSER and GEER funds to provide students with summer programs for support to graduate and eliminate achievement gaps as needed	Parent requests to address learning gaps are being addressed with the federal geer and esser funds.	0
Reducing class sizes	The district is experiencing an increase in enrollment in the special education classes as well as some elementary level classes. In addition, the district had to add some elementary classroom teachers in certain grade levels in order to maintain less than 30 students per classroom and when ever possible, less than 25 per classroom.	Parents concerns over larger class sizes have been addressed by maintaining classrooms between 20 students and up to 28 students for regular classes.	556762
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district increased the number of AIS teachers in our middle school, in order to provide support to students that are not meeting state learning standards in math and ela. Use of I Ready program to measure student learning and growth will be used.	Parental concerns over learning loss of their child during covid and the year immediately following covid were addressed by addiing AIS classes in ELA and Math The district added 6 positions, 4 funded through the ESSER and GEER funds and 2.5 using an increase in foundation aid	247690
Addressing student social-emotional health	In order to continue addressing the social emotional health of students, the district will be running a summer enrichment program for the elementary aged students. Funding for this will be with the ESSER and GEER funds. Funding for an added psychologist to address growing enrollment and the needs of students will be funded with increase foundation aid.	Parents are looking for help with social emotional needs of their children. Extending the school year with enrichment programs will benefit them during the summer.	120328
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district is increasing the number of special education teachers, support staff and nurses to address the increase in enrollment for these students. Additional tuition money is budgeted for placements outside of the district.	Students with needs are to be placed in the least restrictive environment and the district works to ensure this.	1380369

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 (\$)
Enhanced learning	The district is adding project lead the way to the curriculum in all five buildings in order to enhance student learning in the computer, technology and art field. Classes will be	Prior to covid, the district held a steam fair and was working toward increasing options for students. Parents were excited and supportive of this venture, however covid delayed this by 2 years. The community is very supportive of this added curriculum for the 22-23 school year.	192,226
Enhanced learning	One to one devices for all students grade K-12, and software as needed	During remote learning, the district relied on aged equipment and connections. We are planning on upgrading each of our one to one devices and wireless connectivity in buildings. In addition the district listened to parent concerns regarding connectivity in the homes and purchased hotspots for families in need.	272,176

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 school district implemented the use of surveys to parents and staff in order to determine needs for the students. Common findings were concerns with learning loss during covid and remote periods, connectivity issues, updated hardware, software for learning. In addition, social emotional well being were expressed.

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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 at this time

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 (# : #)
To address the academic impact of lost instructional time we have allocated funding to hire additional staff to implement researched based interventions to all of our students that required Tier II and Tier III interventions during our MS Summer Skills Program for 2021-2022, 2022- 2023 and 2023-2024 school years.	16:200
To address the mental health needs of our students the district hired an additional school psychologist for the 2021-2022, 2022-2023 and 2023-2024 school years.	1:30
To address the social-emotional needs of our elementary students we offered a summer enrichment program that focused on SEL, character development and the opportunity to participate in various STEAM activities. (2021-2022 and 2022-2023 school years)	10:300
To address the academic impact of lost instructional time we have allocated funding to hire additional AIS intervention teachers to implement researched based interventions to all of our students that required Tier III support for the 2021-2022, 2022-2023 and 2023-2024 school years. (ie. LLI interventions)	3:100
To address the academic impact of lost instructional time we have allocated funding for staffing to implement researched based interventions to all of our MS students by affording them the opportunity to receive additional academic support during our afterschool MS Bridge Academy for 2021-2022, 2022-2023 and 2023-2024 school years.	23:150
To address the academic impact of lost instructional time we have allocated funding for staffing to implement researched based interventions to all of our HS students by providing them the opportunity to receive additional academic support during our HS Evening Academy for 2021-2022 and 2022-2023 school years.	24:150
To address the academic impact of lost instructional time we have allocated funding to hire additional staff to implement researched based interventions to all of our students that required Tier II and Tier III interventions during our HS Summer School/Credit Recovery Program for 2021-2022, 2022- 2023 and 2023-2024 school years.	12:150
To address the social-emotional and mental health needs of our students the district hired an additional social worker for the 2021-2022 and the 2022-2023 school years.	1:50
To address the increasing enrollment of our English Language Learners and to support their academic needs funding has been allocated for two additional ENL teachers for the 2021-2022 and 2022-2023 school years.	2:35
To address the increasing enrollment of our Special Education students and to support their academic and language needs funding has been allocated for an additional special education teacher and an 0.5 speech teacher for the 2021-2022 and 2022-2023 school years.	1.5:35

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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 (\$)
Allocate funding for a speech teacher to provide speech-related services focusing on students' expressive language as well as their articulation skills to our struggling primary students and classified students with speech language needs. In additional, provide funding for the continuation of services by our RTI teaching assistants to provide research-based tiered interventions to our struggling students to further help close the achievement gap.	311867

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.	320,292	11,900	0
Maximizing in-person instruction time.	136,465	146,716	203,006
Operating schools and meeting the needs of students.	0	0	4,183,380
Purchasing educational technology.	730,872	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.	978,449	939,525	278,161
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	491,975	333,996	105,228
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	466,922	381,649	312,723
Supporting early childhood education.	155,702	157,740	0
Other (please describe below)	0	0	0
Totals:	3,280,677	1,971,526	5,082,498

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

N/A