

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/13/2022

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

State Budget Reporting and Foundation Aid Survey - Budget ReportingBackground/Instructions

Page Last Modified: 06/13/2022

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/29/2022

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	Created a teaching position for a	In the community survey, there was some concerns about this issue, but the staff and faculty had this as a high priority. The counselors and teachers of the High School had concerns for students lives after they left our campus, so the District set resources aside to support students to earning a local diploma.	75000
Reducing class sizes	The largest part of this was accounting for contractual increasing, including salaries and a 21.9% health insurance increase which would have resorted in cuts without the increase in foundation aid. Additionally, we received a UPK expansion grant, so some funds were used to create additional section of specials (PE, art, music). Lastly, 2 elementary teachers were added to maintain our 2nd and 3rd grade class sizes.	This was highest priority amongst staff, the community members, and student support groups such as PTSA.	2296417
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	We created administrative position to support the ASI to focus on alignment of curriculum and reviewing student data to ensure students are on track to earn a diploma. The LEA also added elementary aides to support students who missed their early years of public education due to COVID and help them focus and learn material. Lastly, we added an remedial math teacher to get students up to grade level.	This feedback was included in the reducing class sizes; the survey results was vague and asked to add instructional positions to support student achievement. The LEA felt that this related to the community and staff responses.	352000
Addressing student social-emotional health	The LEA added security to address student anxiety while at school due to increased student behaviors and bullying that has increased in recent years. Additionally, the District has added additional cleaners to promote a clean learning environment, and additional psychologists and social workers to address student needs.	This was the second highest of importance among staff and community members.	641000
Providing adequate resources			

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/29/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
to English language learners, students with disabilities, and students experiencing homelessness	We have created a new 6:1:1 and 12:1:3 program to bring back out of district placed students, along with a psychologist to support those programs, a teaching assistant to support inclusion opportunities, a TOSA to handle CSE meetings,	This was also captured under the category of	694500

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 (\$)
Supporting the transportation department with shortages	Added a clerical to help call substitutes and change routes due to a bus driver shortage	The community would like to see us run more after school activities. Currently the LEA is struggling to provide too many opportunities due to a bus driver shortage. By bringing a clerical in, they can assist in rerouting busses not at capacity to free up a driver.	17,500

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 LEA sent a survey out to staff and the community via Parent Square, the District's notification tool, along with social media in hopes of getting as many responses as possible. Additionally, administrators inquired with building or department needs through faculty meetings. After we collected all the data, the Business Official, HR, and the Superintendent reviewed the results of the survey and brought the recommendations that aligned to the survey results to Board of Education meetings between January and April of the this year's budget development process. Because this was on the agenda, community members had opportunity at the beginning and end of the Board Meeting to voice concerns of the budget development process. Additionally, the Superintendent and the Board of Education have an open door/email policy that the community has come to expect, so throughout the entire process, staff and community members had the opportunity to share concerns in privacy to both the Superintendent and the Board of Education.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

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.**

The community really wanted us to address learning loss and enrichment opportunities for students. The LEA listened to these requests by adding social workers and psychologists, along with creating a targeting tutoring program that runs during the school year, and many educational and enrichment opportunities in the summer. They ran in the summers of 2021, and will be running in the summers of 2022 and 2023. In addition, the LEA wanted to adjust their curriculum to adjust and support students who may have fallen behind due to learning loss, so the District invested a lot of money to develop viable curriculum. The LEA also offered a lot of professional development to teachers to incorporate more technology in the deliverance of their instructions in the event of future closings, but could also be used going forward for when students may be absent from class for various reasons.

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 (# : #)
After school targeted tutoring was a program the LEA used to assist students who were falling behind in their classes that could be attributed to learning loss related to closures during the pandemic. The goal of the program was to get to the student caught up instructionally so that they no longer needed assistance.	10:1
1:1 tutoring, afterschool. This went along with the targeted tutoring. If a student was further behind than the rest of the students in the targeted tutoring program, the student worked 1:1 with the teacher to further assist the student on specific goals in the classroom.	1:1
Summer enrichment was meant to help build social-emotional health of students. It assisted students rebuild relationships with classmates and make a connection with the school district.	15:1

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 (\$)
Afterschool targeted tutoring and 1:1 tutoring for students at risk. - \$64,000 + benefits Additional speech pathologists to address additional needs of students related to closure during the pandemic - \$45,000 + benefits Additional reading teacher to address additional needs of students related to closure during the pandemic - \$45,000 + benefits Change in curriculum to address new delivery of instruction and address learning loss - \$73,125 + benefits Summer enrichments opportunities for students - \$84,200 + benefits COVID testing to ensure safety of students and staff - \$122,590 + benefits	606876

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.**

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	199,484	0	0
Maximizing in-person instruction time.	639,148	395,805	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	14,963	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.	261,863	244,647	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 and enrichment programs.	197,297	197,297	197,297
Supporting early childhood education.	0	0	0
Other (please describe below)	11,730	0	0
Totals:	1,324,485	837,749	197,297

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

Other are indirect costs for administering and recordkeeping of the stimulus grants.