

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

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Page Last Modified: 06/14/2022

**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 Reporting**

Background/Instructions

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Page Last Modified: 06/14/2022

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	The budget includes programming for 7-12 summer school to address student performance needs; the purchase of educational technology for all students to aid in educational interaction between students and their classroom teachers; and new assessment tools and instructional staff development to better identify students at risk.	Members of several stakeholder groups expressed interest in this area.	100000
Reducing class sizes	Class sizes will be kept at or below traditional levels to promote quality instruction and assist with social/emotional needs	Members of the community and staff provided input regarding the number of students in various classes. The District filled positions vacated due to retirements and provided three additional instructional positions to reduce class sizes	250000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The budget Includes innovative instructional materials for grades K-12 instruction to support all students especially those with additional support needs. It provides continued implementation of the K-6 English Language Arts (ELA) program, as well as the Curriculum Review and Development Cycle in Occupational Education, Social Studies, 7-12 Science, and World Languages. In addition, it includes Professional development for educators in all aspects of curriculum and instruction.	Parents, teachers, and other stakeholders support the District's Curriculum initiatives	500000
Addressing student social-emotional health	The budget includes the addition of a school psychologist, social workers, and counselors to support student services including social emotional needs of students. This ensures that there are now multiple counselors/social workers available in each school building an increase from one per building at the elementary level. It includes programming for 7-12 summer school and resources to continue participation in several BOCES Services such as Communication, Safety,	Board of Education, District Administration and Employee Groups, Parents, and other community members expressed interest in the District allocating funds to address student/staff social-emotional health and increase the availability of counselors and social workers	500000

**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 (\$)
	Technology, Student Support, and bullying prevention programs. In addition, continuation of School Safety Officer contract with enhancements at each building, and additional interior/exterior security cameras safety initiatives throughout the District. Also, professional development for educators in all aspects of curriculum, instruction, and social emotional well-being		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The budget provides additional resources to support all students including students with disabilities, ELL students, and, although not applicable at this time, students experiencing homelessness	Stakeholder groups support the District allocating adequate resources to support these areas	50000

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 (\$)
Enhance District Technology	Enhance educational technology District wide to enhance instruction and improve communication between students, faculty, and parents via 1:1 devices, updated technology infrastructure. Additional resources to assist with address needs in each building that were unable to be supported due to lack of state foundation aid.	The community and District support the need for additional technology	138,306

**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)**

Based on discussions and public comments from parents, teachers, and community members at multiple Board of Education and Committee meetings, PTA and other parent group meetings, and through the budget process this past year, the District plans to utilize foundation aid to address district wide needs and to support the instructional program and students as indicated above. This will allow the District to support innovative initiatives and provide exceptional educational programs that enable our students to excel as lifelong learners and leaders with minimal impact on the tax levy. This plan has been communicated at public meetings and will be posted on the district webpage.

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.**

Based on discussions at several Board of Education and Committee meetings, to assist with addressing these needs, the District has and will utilize the Federal American Rescue Plan (ARP) and Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) grants and new State Foundation Aid as follows:

- Provide summer school in 2021-2022 for students entering Kindergarten- Grade 12 to address student performance needs;
- Provide summer school in 2022-2023 for students 7-12 and summer support for students in need k-12;
- Provide support for students who are not meeting state learning standards in core subject areas and credit recovery;
- Hire additional teachers to assist with reducing class sizes to address increased student needs;
- Provide an additional school psychologist, extra social worker support, additional nurses, instructional coach, and instructional curriculum development training to implement strategies to meet students’ academic, social, emotional, and mental health needs;
- Purchase educational technology for all students to aid in educational interaction between students and their classroom teachers;
- Enhance educational technology District wide;
- Accelerate and enhance curriculum cycle materials;
- Resources to address needs in each building;
- Replenish district funds utilized to address the unanticipated emergency needs resulting from the coronavirus pandemic to effectively maintain the health and safety of students and employees.

**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 is committed to continue the following interventions and supports, currently funded with ARP-ESSER funding, with district resources.</p> <p>We will continue the use of The Next Step Guided Reading Assessment (NSGRA) which is given to students three times per year. The assessment determines the students reading level and establishes the next steps for teachers to target during the guided reading groups. This assessment is given as a progress monitor for student growth. The data is utilized to determine the appropriate interventions used to address deficiencies due to lost instructional time.</p> <p>The District has purchased the "IREADY" assessment program for ELA and math assessments which are also administered to determine student progress. This data is utilized to determine the research-based interventions that teachers will use to ensure academic growth.</p> <p>The information from the NSGRA and IREADY assessments is also used for data discussions with the Instructional Support Team members. This team is comprised of professionals who meet weekly to determine what interventions need to be employed in order to promote academic success. The team also recommends additional support services such as Academic Intervention Services, counseling, or monitoring in the classroom.</p> <p>Benchmark assessments are administered four times per year. These assessments are utilized to identify specific areas of growth that need to be addressed by the teacher due to lost instructional time during the pandemic. The Instructional Support Team also uses the data to determine the appropriate interventions and support needed in order to increase student achievement in the classroom.</p> <p>The results are utilized to identify student needs. Throughout the school year, the assessments are administered three times per year. The results are utilized to drive instruction in the classroom through the implementation of interventions. This progress monitoring allows the teacher to use additional interventions that are designed to meet the individual needs of each student. All results are utilized to</p>	<p>12:1</p>

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>inform and monitor instruction.</p> <p>At all levels, the Instructional Support Teams meet weekly to discuss student progress. Data teams also meet every ten weeks to review student data and determine a plan of action to address areas of growth. Instructional and curricula adjustments are made to curriculum maps and pacing charts to address lost instructional time due to the pandemic. Grade-appropriate interventions designed to address learning gaps are discussed with the data teams. All classroom teachers participate in the discussions. Teachers reflect on the assessment results, which assists in providing a roadmap for further instruction specifically designed to close learning gaps associated with the pandemic.</p>	

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 (\$)
<p>We provided additional student support services that are needed to address lost instructional time and improve academic performance as follows:</p> <p>Provided guidance services to assist students with course selection and other academic needs.</p> <p>Provided counseling services to assist with the social, emotional, and mental health needs of students. Teacher and support staff lead study skills enhancement in order to assist students due to lost instructional time. Provided diagnostic screening for vision, learning, and physical difficulties. Worked with support staff and outside agencies in order to provide services to improve attendance. This data is analyzed by the data teams. Provided additional support services to students through community agencies such as I-CAN and the Neighborhood Center.</p>	967,604

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.	240,090	109,361	0
Maximizing in-person instruction time.	91,311	41,592	0
Operating schools and meeting the needs of students.	50,000	22,775	0
Purchasing educational technology.	337,725	153,834	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.	20,000	9,100	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	150,000	68,325	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	78,478	35,757	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>967,604</b>	<b>440,744</b>	<b>0</b>

**State Budget Reporting and Foundation Aid Survey - Budget Reporting**

ARP Spending Plan Reporting

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Page Last Modified: 06/29/2022

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

(No Response)