

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	NA	NA	0
Reducing class sizes	Prior to the pandemic class size at the elementary was capped at 25 for grades K-3 and 27 for grades 4-5. During the 20-21 school year we reduced all class sizes to a max of 20 strictly dues to the pandemic in an effort to social distance. We have since adopted new permanent class sizes to be capped at 23 in all elementary grades K-5. These funds will assist in sustaining the class sizes at the elementary level at this new lowered level.	We have received many concerns from parents and teachers alike that class sizes at 25 and 27 were simply too high, but understood we could keep it at 20 as it was during the 20-21 school year due to the pandemic. Feedback we received from parents, teachers and administrators was that 23 seemed like a much more reasonable maximum class size.	250000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	NA	NA	0
Addressing student social-emotional health	For the 22-23 school year we will be adding one school counselor to the HS to provide additional emotional support to our students. This will allow us to reduce the counselor-to-student ratio. We also developed a strong partnership with a NY approved health clinic to expedite psychiatric evaluations for students and families in need, as well as provide individual counseling services.	Feedback we received from parents and staff on several occasions was that our counselor-to-student ratio was too high, and there was an increasing need for additional emotional support services for our students particularly during the post pandemic era. These funds will allow us to increase our school counseling staff and provide these needed services to our students.	150000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	This aid allows us to maintain six self-contained education classes to support students with severe disabilities on-site, in grades K-12. Additionally, we are able to maintain 15:1 regents track classes for students with disabilities who need specialized instruction in core subject areas. Our district has exceeded NYS requirements for students in need of ENL services. The additional funding will be utilized to maintain and provide additional ENL support periods for identified ELLs that demonstrate a need for additional	All of these items have been discussed publicly during our budget process in February of this year. Parents expressed that these services have been invaluable to student success.	92719

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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 (\$)
	academic support, emotional support, and/or has been identified as at-risk. The increased funding will be able to assist us in maintaining students' supplemental ENL instructional support services, AIS support, ENL support, and direct 1:1 and/or small group content area instructional support on an as needed basis.		

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

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)

All of these topics were discussed in great detail with all stakeholders during our budget presentation and deliberations between the months of January through April. All parents, staff, and other community members are invited to each of the four meetings we held for this purpose. Additionally, at our June 16th BOE meeting we summarized the plan with the community, and answered any questions stakeholders may have had.

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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.

We advertised and held a public BOE meeting in which all stakeholders were invited to on June 16th at 7:30PM. At this meeting the Foundation Aid Plan as well as the ESSER and ARP plans were discussed and provided public comment for any questions.

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>All summer programs will facilitate students' abilities to meet academic as well as social/emotional goals. The summer programs will be designed to include integrated learning across all subject areas, with opportunities to engage in Responsive Classroom (elementary) or Restorative Practices (HS/MS) activities. Tio increase participation in the program, transportation will be provided for students who are attending the summer programs.</p> <p>The after-school programs will provide follow-up to the summer school studies; support services for students who might require some additional conceptual and/or skill development in preparation for unit study in ELA, mathematics, science and social studies. It will also address development of executive functioning skills which could include active listening, comprehensive, note taking, stress management, time management, test taking skills, and study guides.</p> <p>Book clubs will provide enrichment for all students in grades K-8. Teachers will meet weekly with students to discuss assigned books/chapters and provide activities to enhance students' comprehension.</p> <p>Technology purchases will enable the district to update the Smart Board Technology to continue to support digital platforms for students.</p> <p>The district will hold multiple meetings to include all stakeholders, staff, parents, students and community members/organizations in order to have input and feedback regarding the grant allocation and identified areas of spending.</p>	<p>NA</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>All summer programs will facilitate students' abilities to meet academic as well as social/emotional goals. The summer programs will be designed to include integrated learning across all subject areas, with opportunities to engage in Responsive Classroom (elementary) or Restorative Practices (HS/MS) activities. Tio increase participation in the program, transportation will be provided for students who are attending the summer programs.</p> <p>The after-school programs will provide follow-up to the summer school studies; support services for students who might require some additional conceptual and/or skill development in preparation for unit study in ELA, mathematics, science and social studies. It will also address development of executive functioning skills which could include active listening, comprehensive, note taking, stress management, time management, test taking skills, and study guides.</p> <p>Book clubs will provide enrichment for all students in grades K-8. Teachers will meet weekly with students to discuss assigned books/chapters and provide activities to enhance students'</p>	<p>771820</p>

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
comprehension. Technology purchases will enable the district to update the Smart Board Technology to continue to support digital platforms for students. The district will hold multiple meetings to include all stakeholders, staff, parents, students and community members/organizations in order to have input and feedback regarding the grant allocation and identified areas of spending.	

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	236,950	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 and enrichment programs.	527,023	535,870	539,120
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	527,023	772,820	539,120

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

(No Response)