

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	Expansion of UPK program-the goal of the expansion of this program will be to have more students starting in our schools at an earlier age so that we can see a reduction of needed academic interventions in the primary grades. We will be able to measure this through NWEA, DIAL IV, Fountas and Pinnell reading levels. Science teacher aides will be hired to assist the two science teachers in the district along with classroom teachers in the set up for science labs. We are proactively planning for the new grade 5 science assessment that will be administered in 2024. The data from this assessment along with the completion of lab activities across all grade levels will be the metric. 5 day substitute teachers will be hired to provide consistency in instruction for students. This will also all the district the ability to provide remote instruction for students who are quarantining. A metric will be the days of consistent instruction provided when staff are out or when students are quarantining.	Community expressed concerns about not having enough seats available for all 4 year old students eligible for PreK. Staff members have expresses concerns over the amount of content having to be taught in science and the need for support with performing the labs with their students. We continuously have a difficult time finding substitute teachers. Hiring 5 day substitute teachers provides consistency and the willingness for individuals to accept positions.	1258000
Reducing class sizes	We are utilizing additional funds to reduce class sizes. We are hiring additional teaching staff to reduce classes sizes. The goal is to see academic growth with smaller class sizes. The district will use NWEA data as a key metric to measure this goal.	Surveys had been sent out to the community in February to collect feedback on use of funds for the school district as we continued in our budget process. Smaller class sizes was one of the items indicated by staff and community members.	471000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Literacy support continues to be an area that we look to support students who are at risk and/or have demonstrated that they are below grade level on reading universal screeners. Our literacy coach had been placed in the classroom to be a teacher for the past two years during the pandemic. Based on survey results and	Surveys had been sent out to the community and staff members were literacy support was indicated as an area for further growth. Through various committee meetings we have also collected feedback from stakeholders on how to best support staff and students in the area of literacy.	174000

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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 (\$)
	the analysis of district assessments, there is a need to reinstate this position within the district. Our goal is to see an increased number of students performing on grade level in reading based on NWEA data and Fountas and Pinnell reading levels.		
Addressing student social-emotional health	N/A	N/A	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Teacher assistants will be added to the special education programs within the district. Our special education classrooms are currently staff with a certified teacher and a teacher aide. The goal of hiring teacher assistants is to provide more targeted support to our students with disabilities. The metric will be students meeting their IEP goals and the growth they demonstrate on universal screeners and district assessments.	This feedback was received from school community members on the budget survey and staff surveys that were sent out over the past 6 months. These have been discussions that have taken place with staff members over the past few years as well.	120000

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 (\$)
Human Resources	The hiring of a human resources administrator is needed to centralize the hiring process and to allow for one department to manage the legal requirements, civil service and review of needed NYSED documentation for all staff. These have been divided across all departments across the district. The metric will be the efficiency of work productivity, hiring timelines reduced and the ability to network with additional diverse organizations for hiring.	Diverse hiring of staff members was an area indicated on our community survey.	296,000

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)**

We have used multiple methods as a school district to collect feedback from all stakeholders in the community for the use of district funds. The district sent out a virtual survey that was available in both English and Spanish for all community members to share their feedback on budget suggestions. This survey was sent out in January of 2022 and was made available through our district newsletter that was sent to all community members, on the district website and sent out via our digital communication platform, Parent Square. Analysis of the results indicated that community members and staff would like to see smaller class sizes. There was also an indication of increased support in literacy. The one suggestion from the survey that is not reflected in the plan above is the inclusion of world languages. We are looking to use American Rescue Plan funding to bring in additional opportunities in this area.

We provided the community with an additional opportunity to provide feedback on the use of increased foundation aid at our June 13, 2022 Board of Education meeting. Our assistant superintendent for business shared the plan with the community and provide an option for public comment at the meeting, as well as an opportunity for those members watching virtually from home to send in questions or comments to designated email address. No additional comments had been received.

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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.

The district has met twice this school year with various stakeholders as apart of the ESSA grant consultation process. At these meetings we were able to discuss progress of the intended goals and the use of federal grant funds to determine if changes need to be made. We also provided three opportunities for public comment at board of education meetings during the past 12 months. At these meetings there was an opportunity for public comment, along with follow up questions or comments for anyone viewing from home by sending an email to questions@vs30.org. The plan and presentation to the community are available on the district website.

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 (# : #)
Targeted Math, ENL and reading summer support programs. Students have been recommended to receive targeted instruction this summer in math, ENL and reading based on teacher recommendations, universal screening data and school year academic interventions provided. The goal of this program is to support closing the academic gap in language development, reading and math. This goal will be measurable through universal screeners such as NWEA, Fountas and Pinnell reading levels and state wide assessments.	5:1
Virtual Enrichment Opportunities: We are using ARP-ESSER funds to provide virtual book clubs to students and virtual STEAM programs for coding. Providing enrichment opportunities is as important as providing programming for academic gaps. Students have access to 1:1 devices from the district. These programs will be able to participate after school, over the summer and on Saturdays in these programs.	Varies. Book clubs 10:, STEAM 20:1
Summer Lego Robotics Camp- We will be starting a summer Lego robotics camp in order to begin preparing students, so that they will be ready to participate in on Lego robotics team come the fall.	12:1
Adult English Language Program-In partnership with NTC language services, we will be providing english instruction to district family members whom english is not their primary language. The intended goal is for families to be able to support their students.	12:1
Writing Institute: We had identified the area of writing as a deficiet area due to the COVID-19 pandemic. Teachers will be participating in two summers of training sessions to develop lessons and writing units to best support the needs of their students in alignment with state standards.	N/A
Math Digital Fluency Program: Based on data analysis and feedback from staff we have research and piloted digital math fluency programs to help support math fact fluency skills.	N/A

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 (\$)
Adult English Language Program-In partnership with NTC language services, we will be providing english instruction to district family members whom english is not their primary language. The intended goal is for families to be able to support their students. We provided two, 6-week virtual sessions for families.	45000

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
We completed our first summer of the writing institute program for teachers. This include 4 days of professional development and curriculum hours for the development of writing units.	36625
Update to technology hardware for staff and students. We replcaed outdated and broken ENo boards with SMART noards across the district. We updated iPads and cases for students, as well as student and staff Macbooks.	408,025
Additional substitute teachers at each of the three schools to be able to have staffing for virtual instruction for students who are home on quarantine.	105,880

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.	524,772	446,288	446,288
Purchasing educational technology.	429,922	17,635	7,635
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.	159,433	159,433	159,433
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	4,503	2,667	2,667
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	118,015	118,015	118,015
Supporting early childhood education.	79,979	0	0
Other (please describe below)	0	0	0
Totals:	1,316,624	744,038	734,038

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

(No Response)