

**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	Reduce class sizes in lower elementary grades	The community requested that class sizes be kept as low as practicable.	629280
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The goal was to provide summer support to our self-contained students, a daily living space for our Intensive Support Program students, materials for at risk students and additional aides for classroom support.	Feedback was provided via ThoughtExchange, Coffee with the Superintendent events, BOE meetings, PTA meetings, Superintendent's Student Advisory Council and meetings with stakeholder groups and units.	345000
Addressing student social-emotional health	The goal was to provide additional resources in the arts, physical education and recess to address students' social and emotional needs	Feedback was obtained from ThoughtExchange, Superintendent's Student Advisory Council, PTA meetings, stakeholder meetings, CBAC meetings and BOE meetings.	125000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The goal was to provide resources for our classrooms and small group support services to address ENL and special education needs. In addition a full-time special education teacher was added to support small group instruction for struggling students with an IEP.	Feedback for this area was received via ThoughtExchange, CBAC meetings, PTA/SEPTA meetings, special education teachers and staff and BOE meetings.	232096

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 (\$)
Security	The goal was to provide additional security cameras	Security was a major issue of concern addressed by the community.	60,000
Streaming	Provide access to families who cannot attend events	Coffee with the Superintendent, ThoughtExchange and PTA	5,000
Parent Outreach	Continue to improve communication and outreach to all families	Transparency and communication continue to be important to the community and the District	22,904

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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 (\$)
Professional Development	Provide professional development to support new initiatives	Reflected in various presentations, board discussions, Coffee with Superintendent, PTA meetings	90,000
Benefits	Reduce cost of benefits in order to hire more teachers to lower class sizes	Class size was addressed in various online and in-person meetings	374,163

## 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 District provided multiple opportunities for parents, teachers, students, and community members to provide input on using Foundation Aid. One tool was ThoughtExchange which allows stakeholders to enter ideas and for others to star important ideas. This allows the district to see what is essential to the community as we determined the priorities for the 22/23 budget. In addition, we had staff meetings, PTA meetings, Coffee with the Superintendent events, and Citizens Budget Advisory Committee meetings to review the feedback from the community and prioritize funding based on student needs, ideas, and the community's wants. We also engaged with our Superintendent's Student Advisory Committee, students in grades 4 through 6 who were selected to represent their peers and provide their input.

While we did our best to incorporate as many ideas and priorities as possible, some ideas required a bond or grant funds, such as air conditioning in every classroom in the district.

Some of the common themes and recommendations included:

- Smaller class sizes
- Additional equipment for physical education and recess
- Security
- Parent support
- More after-school activities
- Parent Outreach
- Resources and materials
- Mental health support (using grant funds)

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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 community was given opportunity for public comment in a variety of ways. Surveys were sent out via ThoughtExchange. There were a multitude of Coffee with the Superintendent meetings, CBAC meeting, Board of Education meetings, and meetings with stakeholder groups and units.

**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 (# : #)
In terms of providing adequate resources to ELL's , students with disabilities, and students experiencing homelessness, the goal was to provide resources for our classrooms and small group support services to address ELL and special education needs. A full-time special education teachers was added to support small group instruction for struggling students with an IEP.	5:1

**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 or Expansion of Existing Programs in Current Year	Investment (\$)
The goal was to provide additional resources in the arts, physical education and recess to address students' social and emotional needs. Feedback was obtained from ThoughtExchange, Superintendent's Student Advisory Council, PTA meetings, stakeholder meetings, CBAC meetings and BOE meetings.	125,000

**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.	217,484	58,076	58,075
Purchasing educational technology.	95,506	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.	99,816	39,029	29,817
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	247,226	244,163	149,861
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	94,966	89,158	65,560
Supporting early childhood education.			

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
	41,800	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>796,798</b>	<b>430,426</b>	<b>303,313</b>

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

(No Response)