

**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	The Baldwin UFSD takes great pride our high graduation rates. In order to main our high graduation rates we are going to establish a middle school summer program and increase offerings in our high school summer school programs. In addition, we will create opportunities for credit recovery during the school year, more academic support classes, and provide more high dose intensive tutoring services to at-risk learners. Applied foundation aid resources toward re-establishing reading teacher staff.	Parents shared the importance of all students graduating and becoming productive citizens of a global economy. They also expressed pride in the high graduation rates of Baldwin HS and that there is no graduation gap between the different subgroups. A vision of Baldwin 2035 has been discussed with the community. Community feedback revealed that they want to ALL students to develop citizens with the skills and mindsets to successfully navigate an uncertain and complex world. Parents also believe that we should nurture grit, resilience, self-awareness, self-direction, and personal agency in ALL learners.	0
Reducing class sizes	The Baldwin UFSD is making an effort to reduce class sizes. Research shows that smaller class sizes results in increased academic progress for learners. Research also demonstrates that effects of reducing class size are substantial when class size is reduced to fewer than 20 learners. The target for the district is to maintain class sizes of 20 and under in K-5 classrooms.	Parents expressed a desire to keep class sizes small. They expressed that smaller class sizes will allow their children to: It will help create an environment that fosters social, emotional, and physical wellness and help them develop the skills and knowledge that will keep them well and healthy over their lifetimes.	307000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district uses multiple data points to identify at-risk learners. For instance, i-Ready diagnostic and F&P diagnostic is administered in the fall, winter, and spring. The district also uses report card data, academic performance reports, NYS Assessment data and formative assessments to monitor the progress of learners. Based on the data, academic intervention services are created and for learners such as reading AIS, math AIS, Saturday enrichment programs, summer programs. Hiring additional teachers and teaching assistants to provide these services is critical. Existing Foundation	The feedback from the community was to continue to provide the academic supports we have been providing to close learning gaps such as lab periods for ELA and math. The community also asked for additional programs such as a before and after school additional math program for learners in grades K-5 and a comprehensive Saturday academic support program for learners in grades 6-12	0

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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 (\$)
	aid resources applied in this area.		
Addressing student social-emotional health	The disruptions to school and home that the pandemic caused had a major impact the mental health of learners. In addition, young adolescents today are faced with numerous external pressures and fears (ie: school shootings, social media, the Russia-Ukraine war) which has intensified the mental health crisis. Studies show that educational outcomes are directly linked to SEL and mental health. With this in mind, a goal of the Baldwin UFSD is to provide mental health support to all learners, not just to learners receiving mandated services. Existing Foundation aid resources applied in this area. Existing Foundation Aid resources applied in this area.	Wellness and social-emotional health are critical, and the community wants the district to support their children and families. They want the district create an environment that fosters social, emotional, and physical wellness and help them develop the skills and knowledge that will keep them well and healthy over their lifetimes. The want to see an expansion of the RULER program (k-5) and Restorative Practices (6-12).	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The pandemic has significantly impacted English Language Learners, learners with a disability, learners experiencing homelessness. The closing of schools and hybrid learning environments destabilized the school and home environments for these subgroups of learners. In addition, these learners relied upon school for socialization, emotional support, and academic support. Many of our learners from these subgroups also suffered negative educational impacts despite being given a device and hotspot. Formative assessments, summative assessments, progress reports, report cards and other academic data points show that these subgroups were not experiencing the same academic growth as other learners during the pandemic and therefore need additional academic supports such as intensive tutoring, before and after school programs, Saturday programs and/or summer programs	N/A	747000

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.

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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 (\$)
Decrease burden of tax payers	To increase instructional programs for learners without exceeding the tax cap limitations.	The community wanted to get financial relief with increase foundation aid.	1,337,000
Facility Upgrades	To modernize classrooms, renovate/refurbish learning spaces, and ensure DoH compliance related to building environmental factors. Adding safety and Security enhancements District-wide.	The community wants renovated classrooms and kitchens added to the elementary buildings.	3,725,000

## 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 held several meeting with administrators, teachers, and parents to discuss the future of the district and best use of funds to support the District's and Board of Education goals. This group of stakeholders became known as the Thought Leaders group. In addition, there were presentations at Board of Education presentations regarding the budget process. The Thought Leaders developed a vision to prepare Baldwin learners for the future called Baldwin 2035. Part of the discussions was the long term, multi-year planning to create a sustainable financial forecast to support the Baldwin 2035 vision.

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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 held several meetings with administrators, teachers, and parents to discuss the future of the district and best use of funds to support the District's and Board of Education goals. This group of stakeholders became known as the Thought Leaders group. In addition, there were presentations at Board of Education meetings regarding the budget process. The Thought Leaders developed a vision to prepare Baldwin learners for the future called Baldwin 2035. Part of the discussions was the long term, multi-year planning to create a sustainable financial forecast to support the Baldwin 2035 vision. [Click here to view the document that was developed based on the feedback received.](#)

## 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><b>Smaller Class Size:</b> The Baldwin UFSD is making an effort to reduce class sizes. Research shows that smaller class sizes results in increased academic progress for learners. Research also demonstrates that effects of reducing class size are substantial when class size is reduced to fewer than 20 learners. The target for the district is to maintain class sizes of 20 and under in K-5 classrooms. Smaller class sizes will allow learners to:</p> <ul style="list-style-type: none"> <li>• Develop foundational knowledge and skills</li> <li>• Build relationships, citizenship, and collaboration skills</li> <li>• Have the opportunity to step outside the four walls of the school and craft connections with what they are learning and the life of their community and work with community members.</li> <li>• Help create an environment that fosters social, emotional, and physical wellness and help them develop the skills and knowledge that will keep them well and healthy over their lifetimes.</li> </ul>	1:20
<p><b>Academic Intervention Services/Academic Supports:</b> The district uses multiple data points to identify at-risk learners. For instance, i-Ready diagnostic and F&amp;P diagnostic is administered in the fall, winter, and spring. The district also uses report card data, academic performance reports, NYS Assessment data and formative assessments to monitor the progress of learners. Based on the data, academic intervention services are created for learners such as reading AIS, math AIS, before and after school programs, Saturday enrichment programs, and summer programs. Hiring additional teachers and teaching assistants to provide these services is critical. The ratio listed in the next column reflects a "blended" student/teacher ratio of the aforementioned initiatives.</p>	1:12
<p><b>Job-embedded professional development:</b> Provide professional development to K-5 teachers on administering the 3rd Benchmark Assessment System and analyze the data obtained, assess practices in balanced literacy, modeling, and coaching sessions focusing on comprehension, conferences, and small group instruction.</p>	N:A
<p><b>Facility Upgrades:</b> Electrical upgrades for elementary schools to enable operations of new HVAC systems to reduce the risk and exposure of COVID, other environmental health hazards, and support student health needs.</p>	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.

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<b>Kids Read Now program:</b> As part of our summer elementary programs, the Baldwin UFSD entered a partnership with a non-profit organization called Kids Read Now. Identified learners primarily in grades 3-5 will have an opportunity to enroll in the program and select nine books they would like to read this summer. Kids Read Now will then deliver the books to the identified learners over the summer by mail removing any obstacles for them to obtain books. In addition, Kids Read Now will supply parents with question prompts so they can discuss the book with their child. Our goal is encourage reading over the summer and to generate a lifelong habit of reading. In addition, research supports that reading over the summer helps children enhance their reading skills.	26,970.00

## 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	559,878	559,878
Maximizing in-person instruction time.	0	1,112,701	604,236
Operating schools and meeting the needs of students.	0	140,398	0
Purchasing educational technology.	0	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.	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.	26,970	218,978	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	223,030	0
<b>Totals:</b>	<b>26,970</b>	<b>2,254,985</b>	<b>1,164,114</b>

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

Professional Development: Provide professional development to K-5 teachers on administering the F&P 3rd Benchmark Assessment System, data analysis, balanced literacy, and professional learning sessions focusing on comprehension, conferences, and small group instruction.