

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

- 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	N/A - Elementary District	N/A - Elementary District	0
Reducing class sizes	An additional classroom teacher will be hired to reduce class size in first grade.	Throughout the year the District hears from parents, teachers, administrators, Board of Education members and other stakeholders via phone, in-person and virtual meetings and incoming and outgoing emails. Class size may increase due to new entrants that move into the District after the start of the school year. During the 21/22 school year the District had a large number of new entrants. The addition of a classroom teacher was publicly discussed at budget workshops, the budget hearing and public Board meetings. Stakeholders also reached out via email and phone call conversations. For 2022/23, a new classroom section will be added to the first grade based, in part, on feedback from parents, teachers and other stakeholders.	110000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	N/A - this is addressed with ARP funds	N/A - this is addressed with ARP funds	0
Addressing student social-emotional health	N/A - this is addressed with ARP funds	N/A - this is addressed with ARP funds	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District will be hiring an additional 2.5 FTE special education teachers.	Throughout the year the District hears from parents, teachers, administrators, Board of Education members and other stakeholders via phone, in-person and virtual meetings, incoming and outgoing emails and CSE meetings. The District works closely with parents, teachers and service providers to provide appropriate resources for students with disabilities. The resources needed to service these students has increased. The addition of special education teachers was publicly discussed at budget workshops, the budget hearing and public Board meetings. Stakeholders also reached out	206199

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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 (\$)
		via email and phone call conversations. Additionally, the district also heard from parents through the CSE process. As a result for 2022/23, 2.5 FT special education teachers will be hired to meet the needs of special needs students.	

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)

The District analyzed public comments received from parents, teachers and other stakeholders. The approach that was implemented included presentations during budget workshops, the budget hearing and public Board meetings regarding the growth in enrollment and in the number and cost of providing services to special needs students. These meetings included opportunities for the public to address the Board and administration regarding the need for the proposed increases. The District also received feedback during phone calls from parents and other stakeholders, PTA and other community meetings and emails received. The analysis of these public comments determined that increased staffing for first grade for 2022/23 and additional resources to address the needs of special needs students was a common recommendation from the public. As a result the additional Foundation Aid will be used by the District to increase teaching staff to address the needs of our students related to class size and special needs while continuing to maintain and increase all other programs and staffing.

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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.

Public comment from stakeholders strongly supported the district's use of funds on after school programs, Academic Interventions Services (AIS), and summer school programming . Parents and educators both gave feedback regarding the need for these academic and social-emotional supports. The after school enrichment program was attended by over 20% of our school district and was widely praised by parents, educators, and students. Additionally, all stakeholders have noted the affect of the pandemic on academic achievement and were completely supportive of the funding for AIS and summer school programming.

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 (# : #)
To address the social-emotional and mental health needs of students through after school enrichment activities	20:1
To address learning loss and academic needs of students through summer school programming	10:1
To address academic needs of students at risk of not meeting NYS standards through increased AIS services	7:1

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
The District invested in an after school STEM enrichment program for all students who chose to attend This after school program provided enrichment opportunities as well as addressed their social emotional needs.	52,500.00
The District invested in part time AIS teachers to support students experiencing learning loss as a result of the pandemic as well as those students who are at risk of learning loss.	64800

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	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-	64,800	64,800	4,640

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
income students, children with disabilities, English language learners, and students experiencing homelessness.			
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.	52,500	5,700	5,700
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	117,300	70,500	10,340

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

Please be aware that the chart above shows where the district spent the ESSER 2 funding. We used other pandemic related funding as well as local funding to support efforts to safely return students to in-person instruction, maximize in-person instructional time, operate schools and meet the needs of students, purchase educational technology, implement evidence-based strategies to meet students' social, emotional, mental health, and academic needs and support early childhood education.