

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	N/A	N/A	0
Reducing class sizes	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	N/A	N/A	0
Addressing student social-emotional health	N/A	N/A	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	N/A	0

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 (\$)
Retain Existing Staff	The district recognizes that experienced teachers/staff more effectively support students' learning. Foundation aid was used to support this goal through salary/benefit increases.	None received	2,161,075
Provide Transportation Services	Student attendance is vital to successful learning. In order to assist students and their families attend school regularly, the district provides transportation to/from school. Foundation aid was used to support this goal by funding the increased cost of fuel.	None received	121,000
Provide an adequate school environment	In order for students to learn effectively, they need an environment that is conducive to learning. Foundation aid was used to support this goal by funding the increased	None received	152,358

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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 (\$)
	costs of electric and natural gas utilities.		

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)**

Public comment was solicited from parents, teachers, and other stakeholders through the district's Budget Development Process. The district presented the increased foundation aid and other components of the budget to various groups as the budget was being developed. The district did not receive any feedback from parents, teachers, or other stakeholders with regard to the use of the increase in Foundation Aid.

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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.

Our district collaborated with district staff, union leadership, and conducted an online survey seeking input and feedback surrounding the use of allotted federal funds. Top themes of use identified a focus on allocating funds to address learning loss, especially in the areas of ELA and mathematics furthermore overwhelming support was received to assess, develop, and coordinate social-emotional support for students, staff and families. Finally, stakeholder input emphasized the need for continued one-to-one technology and related professional development along with assessing and addressing HVAC in school buildings across the district. The plan does not include HVAC upgrades due to fiscal constraints.

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 addition to credit recovery programs at the secondary level offered in 2021-22, the high school principal collaborated with his administrative team and instructional leaders to identify research-based opportunities for students. The secondary team utilized data that reflected student learning loss during remote and hybrid instruction to develop a recovery plan to support students' acceleration and mastery of course objectives and state standards. Through the development and implementation of extended learning, enrichment, and social-emotional supports through the framework of an extended day format when practicable.	N/A
Summer programming offered in 2021 and 2022 is designed to target learning loss and opportunities for students to accelerate learning, especially in ELA and math at the elementary and middle levels. Beginning in the summer of 2022, the program was expanded to include opportunities for students to develop and strengthen their social-emotional skills through the exploration of the fine arts. Opportunities for science learning, along with multiple course offerings will be provided in the summer for students in grades 7-12. The District will provide transportation support for students enrolled in summer programs.	N/A
Social-emotional and academic needs of students were prioritized through the dedicated role of a coordinator of social-emotional wellness. In addition, a social worker was added to district staff. At the high school level, a mentoring program was implemented to assist students in ninth grade as they begin high school (transitioning from eighth grade). Training was provided for mentors and weekly meetings took place to provide a variety of social-emotional supports and resources, including the development of individual adult mentor-student relationships (This program will be repeated in the 2022-23 school year.) The coordinator of social-emotional wellness will continue to conduct regular needs assessments across the district and work collaboratively with appropriate staff to implement a comprehensive plan aligned with district goals.	N/A
The district hired an additional teacher of English Language Learners to allow for students to attend their neighborhood school buildings. Doing so allows the students to develop stronger relationships with peers and adults while simultaneously acquiring an expanding command of a second language. In addition, students with disabilities will also be provided with summer learning opportunities along with related services to address learning loss due to remote and hybrid learning and to minimize summer regression.	N/A
The district is providing additional cleaners and supplies to sanitize the school environment to accommodate a safe return to school .	N/A

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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 <u>or</u> Expansion of Existing Programs in Current Year	Investment (\$)
Programs to address Learning Loss- Extended school day, enrichment	599993
Summer Programing-Kindergarten, First Grade, Second Grade; Summer Science Camp for Sixth Grade, Summer program for Special Education students.	146434
Social/Emotional Health-Social Worker Position, Counselor Position at the middle school; Ninth Grade Academy mentoring program	147644
ELL Program support-Additional ELL position	72182
Expanded sanitization program-increase cleaning efforts in order to facilitate a safe return to school.	99460

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.	99,460	99,460	99,460
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-income students, children with disabilities, English language learners, and students experiencing homelessness.	367,071	367,071	367,071
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	147,644	147,644	147,644
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	294,081	294,081	294,081
Supporting early childhood education.	157,456	157,456	157,456
Other (please describe below)	0	0	0
Totals:	1,065,712	1,065,712	1,065,712

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

(No Response)