

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/07/2022

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

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

Page Last Modified: 06/07/2022

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/29/2022

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	Through planning and public comment, increases in Foundation Aid will be used to add three instructional staff to our MS/HS. The goal would be to increase support to students through AIS, offer additional coursework and pathways to graduation, and return our middle school to a more traditional middle school model.	Yes, community feedback was sought. The Board reflected on this as part of the budget development process. (see analysis of public comment below).	250828
Reducing class sizes	No using increased Foundation Aid funding in this area.	Using other funding sources to support reducing class sizes as needed	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The instructional staff added at the ms/hs building will be able to support more offerings of academic intervention service periods during the school day. An IT Administrator and IT micro-computer tech were added to the budget to offer increased supports to students and staff in utilizing the new 1:1 tech model and all the evidenced and researched based soft-ware that supports students not meeting or at risk of not meeting state learning standards.	Yes, community feedback was sought. The Board reflected on this as part of the budget development process. (see analysis of public comment below).	182953
Addressing student social-emotional health	Some of the increase in Foundation Aid will be dedicated to help maintain, sustain, and add to extracurricular and athletic opportunities for all students allowing them to be more connected to the school. Connectedness and involvement directly relates to supporting student social-emotional health. Some extracurricular activities are directly related like our very active Students Against Destructive Decisions club and our Sources of Strength club.	Yes, community feedback was sought. The Board reflected on this as part of the budget development process. (see analysis of public comment below).	534625
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Teacher aides working with students with disabilities will be moved from part-time employees to full time employees complete with the benefit package offered to full time staff. This will allow for more support and continuity of support to	Yes, community feedback was sought. The Board reflected on this as part of the budget development process. (see analysis of public comment below).	291286

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/29/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	students with disabilities. Resources for ELLs and students experiencing homelessness are provided through other funding sources		

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 (\$)
Safety and Security	Increased Foundation Aid will be used to support safety monitors/school greeters at our single point of access in two of our school buildings. One will provide increase late afternoon and early evening support.	Yes, community feedback is reflected in this priority area.	38,615
Continued and continuity of operations	South Jefferson relies heavily on Foundation Aid. It makes up about 70% of total district revenue. Increased Foundation Aid will support basic and necessary day to day operations including salaries for essential staff, wage increases, and price adjustment given the rate of inflation.	Yes, community feedback is reflected in these priority areas.	683,543
Long term planning and fiscal stabilization	The assigned fund balance was reduced. This allows the district to meet the goal of being fiscally responsible.	Yes, community feedback was sought and reflected upon.	211,228

Use of Foundation Aid Increase (Cont.)

State Budget Reporting and Foundation Aid Survey - Budget ReportingUse of Foundation Aid Increase

Page Last Modified: 06/29/2022

- 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 use of Foundation Aid and analysis of public feedback is part of the budget development process. This begins with principals and department supervisors reviewing needs with the Board and community during public planning sessions as part of the regular board meetings in January, February, March and April.

On January 12th, principals shared their considerations for the use of Foundation Aid. On February 9th, department supervisors also publicly reviewed their needs.

The superintendent, business administrator, and board reviewed the considerations and any public comment made during these sessions. A draft budget was presented to the public on 3/9. A revised draft budget was shared on 3/23.

On April 6th, as part of a regularly scheduled board meeting, a community forum for questions and comments on budget development was held. In addition, the district created a dedicated email address for anyone wanting to ask questions about the budget. Feedback and comments were taken in to consideration by the district and a final budget was presented at the budget hearing on May 9th.

On May 10th, a mass communication post went to all parents and staff covering the increase to Foundation Aid and other key budget ideas. The superintendent, business administrator, and assistant superintendent also included a video discussing these key ideas. Data indicating the community input was heard was a voter turn out of 428 with 78% of all voters approving the use of Foundation Aid and the budget for the 22-23 school year.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

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 ARP has not been changed nor updated since the original approval. The plan was developed analyzing input from a 29 member stakeholder group, a public Board of Education worksession, a public update session, and a student stakeholder group. The plan has been posted on the District website as well.

This spring (2022), all staff had an opportunity to answer survey questions related to the needs in their respective buildings. An American Rescue Plan update was presented publicly at a Board of Education meeting on June 22, 2022. This District will analyze the needs identified by staff and by the public from the Board meeting.

After review and analysis, the District will send proposed revisions to all families in the district through a mass communication platform. Included in the analysis of need and proposed changes (if any), the District will provide an email dedicated to the American Rescue Plan grant and expenditures. The public will be allowed time to add additional feedback via email or calls to the District Office. Once this is completed, and the additional public comment is analyzed, the plan will be updated if needed and changes will be made as per NYSED/FS-10 process.

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>Program Goal: Safely Returning Students to In-person Instruction</p> <p>American Rescue Plan funding will help supplement district expenditures on PPE, cleaning and sanitizing, all necessary for in-person instruction. Funds will also be used hire additional nursing staff and a Human Resources and Grants Administrator. The goal is to remain open to in-person instruction.</p> <ul style="list-style-type: none"> • Hire an additional licensed practical nurse (LPN), a part time RN, and add hours to a contracted LPN. • This will allow for our Supervising RN to work more closely with our district medical director and buildings and grounds director and to have more time to review and help plan for responses as CDC guidance changes. • This will offer our Supervising RN to learn about and prepare for mitigation strategies as outlined by the CDC and the NYS Department of Health. • This will offer additional coverage in each of our four school health offices to support the daily screening of students for students who did not screen prior to coming into school. • This will allow for increased care coverage at each of our four school health offices including oversight of school isolation areas for symptomatic students. • This will supplement the ability of the district nursing team to develop and implement public health protocols and to effectively maintain the health and safety of students, educators, and other staff. • The Human Resources and Grants Administrator will lead prevention initiatives including supporting the investigation/quarantine process as per the CDC and NYS Department of Health protocols, organizing and oversight of the mandatory weekly COVID-19 testing for unvaccinated staff in school, entering required COVID-19 data in the NYS Department of Health school dashboard on a daily basis, and working with community organizations like North Country Family Health Center to plan for vaccination clinics and student testing. • Buy additional nursing and buildings and grounds supplies including PPE, cleaning and disinfecting products, and other products that support the return to daily, in-person instructions (ie: individual room air purifiers as needed, etc.). • Supporting staffing needs when employees need to quarantine and/or isolate as mandated by public health agencies. <p>The increase in nursing staff and the increase in appropriate PPE will allow for the continuous and safe</p>	<p>12:1</p>

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>operation of schools for in-person learning. This allows our health team to respond more quickly to students who are symptomatic of COVID-19, engage in mitigation strategies that isolate and quarantine students as needed, log on and check student and staff vaccination status as well as support implementation of State mandated weekly testing of non-vaccinated staff.</p> <p>Increased staff will also support the investigation process to help identify students and staff that will be considered close contact of someone testing positive for COVID-19. This allows for close contacts to be removed from school in a prompt manner and reduces the potential for the spread of the virus. South Jefferson has not had to close school to daily in-person learning since May of 2020.</p>	
<p>Program Goal: Operating Schools and Meeting the Needs of Students</p> <p>The goal is to maintain critical school operations while meeting the needs of students. ARP grant strategies include:</p> <ul style="list-style-type: none"> • Hiring elementary general education teachers to support reduced class sizes (20% reserve) • Supplementing and supporting the administrative teams' salaries helping the district to maintain the operation of and continuity of services through continued employment of existing staff (20% reserve) • Allowing the administrative team to plan for and eventually implement summer enrichment, after-school, and other instructional opportunities that meet the needs of all students and especially student who are economically disadvantaged (20% reserve) • Enhancing our multi-tiered systems of support (MTSS), like Response to Intervention and PBIS - both models are researched and evidenced based. (20% reserve) PBIS • Allowing the administrative team to review and revise plans in case long or short term closures should become necessary • Dedicating individual building set asides to support district wide and building specific professional development activities as outlined in the district's Professional Development Plan (20% reserve) • Purchasing new furniture to create a welcoming and conducive environment for in-person learning while recognizing the potential need for physical distancing and the use of 1:1 devices by all students (20% reserve) • Stipends for certified staff for extra curricular programs for students. The goal will be to increase connectedness, increase engagement, increase social emotional support, and increase attendance rates (20% reserve) • Continuing with the dedicated support of the district's athletic coordinator • New furniture to support physical distancing requirements and 1:1 technology use • STEM supplies and materials to support the Technology and Agriculture Department • Athletic equipment to support increased involvement in interscholastic and intramural sports • Art equipment to enrich the experiences of students and to increase student engagement and attendance • Physical education equipment to enhance the physical education department supporting not only physical health, supporting students social/emotional well-being and body/mind connection • Musical instruments allowing students from low-income families the opportunity to not have to rent their instruments • Nursing supplies to support the increased need for in-school isolation • Buildings and grounds supplies to support cleaning, disinfecting, and to maintain the continuity of services • Continue employing key staff who support the instructional and social emotional needs of students • Supporting staffing needs when employees are mandated by public health to quarantine and/or isolate 	12:1
<p>Program Goal: Identifying student needs and monitoring student progress as a result of planned interventions and supports:</p> <p>The district will use multiple data points to monitor student progress. In some cases, this involves establishing a base-line at the beginning of the 21-22 school year for comparison. Data the district will</p>	12:1

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>use to continually identify student needs and monitor student progress includes:</p> <ul style="list-style-type: none"> • Attendance rates • Number of referrals to the Pupil Services Team - behavioral/social emotional needs data • Report card grades on a quartly basis - targeting those at risk of failure • NYS Assessments like the Regents exams • Elementary benchmark data for math and English language arts including norm-referenced data from Aimsweb Plus, running records data, Fontas and Pinnel Benchmark Assessment Data, SAVVAS - Math benchmark data, STAR Assessment and the Diagnostic Assessment of Reading (DAR) • Discipline referrals • Graduation rate data • Drop-out rate data • Participation rates in extra-curricular activites to include and not limited to: <ul style="list-style-type: none"> • School sponsored clubs, specific to each building • Interscholastic athletics • Intramurals • Afterschool academic intervention services and support <p>The data and and progress monitoring will help determine who well interventions and supports are working for students and will allow the District to change course as needed and as part of the stakeholder / plan revision process described in number 1 of this section of the plan. All supports are designed to help with the lost instructional time students experienced during the initial closure and hybrid model. Supports include:</p> <ul style="list-style-type: none"> • Hiring elementary general education teachers to support reduced class sizes giving increase attention, support, and instruction to our youngest learners given data indicates they are experiencing less progress based on lost instructional time. • Supplementing and supporting the administrative teams' salaries helping the district to maintain the operation of and continuity of services through continued employment of existing staff. This will also allow administrative staff to support additional staff added by the grant as well as enrichment and other newly created academic supports like afterschool academic intervention services and extracurricular activities. • Allowing the administrative team to plan for and eventually implement summer enrichment, after-school, and other instructional opportunities that meet the needs of all students and especially students who are economically disadvantaged • Allowing the administrative team to review and revise plans in case long or short term closures should become necessary • Dedicating individual building set asides to support district wide and building specific professional development activites as outlined in the district's Professional Development Plan • Purchasing new furniture to create a welcoming and conducive environment for in-person learning while recognizing the potential need for physical distancing and the use of 1:1 devices by all students • Stipends for certified staff for extra currilcuar programs for students. The goal will be to increase connectedness, increase engagement, increase social emotional support, and increase attendace rates <p>In addition, the district will plan for summer enrichment and support. The district will also plan for more specific after-school instructional support using the APR State Reserves funding dedicated to this purpose. This will be based on need and after reviewing the impact the in school and after school supports have on the loss of learning time for students.</p>	
<p>Program Goal: Offering Evidence-based Summer, Afterschool, and Other Extended Learning and Enrichment Programs</p> <p>Comprehensive after school programming will be planned for and provided over the course of the funding. The program will provided 23 certified teachers working with students in most need at each of the four buildings in the District. All instrucional supports offered are intended to supplement daily,</p>	12:1

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>during school instruction and to help accelerate learning in all content areas and in executive functioning skills and strategies. Afterschool programming will compliment and be braided together with programming funded by ARP Part 2, Title grant funds and programs funded by the District's general fund.</p> <p>The interventions provided by the 23 teachers will be specific to the individual needs of students and be provided in small groups. These supports will be considered Tier V interventions. Some of the tools used to offer support are research and evidenced based like Read 180, Leveled Literacy Instruction, Sources of Strength, IXL ELA and IXL Math, and solid, individualized pedagogy.</p> <p>The District will monitor progress of students in key areas to ensure the indivualized instruction and support is meeting their needs.</p> <p>The interventions selected for initial use are evidenced based tools already used by the district. Staff and students are familiar with these tools decreasing the need for professional development specfic to these interventions. As needs change over the course of the funding period, new interventions may need to be utilized. A team, led by the ARP Part 2 funded Human Resources/Grants Administrator will engage stakeholders in defining the need and use the What Works Clearinghouse to ensure any new interventions are research and/or evidenced based. The interventions listed are also tools and strategies supported by other grant initiatives like Title I and IDEA 611 and 619 grants.</p> <p>Summer learning and enrichment will be planned for and provided over the course of the funding. Direct, explicit instruction will be provided by 21 teachers in all four buildings with a summer school principal, school nurse and custodial staff included as well. These teachers will be providing accelerated learning opportunities through evidenced based pedagogy and high quality, individualized tutoring rather than tracking students. Intensive tutoring, found to be highly effective Learning Policy Institute, both establishes strong relationships and allows for customized teaching directly related to student readiness levels and student need.</p> <p>Summer learning and enrichment will compliment and braid with other District initiatives like after-school programming. The majority of supports will be Tier IV supports and interventions. Some of the tools used as part of the Tier IV interventions are evidenced based like Read 180, Leveled Literacyy Intervention, PLATO and solid, individualized pedagogy.</p> <p>The interventions selected for initial use are evidenced based tools already used by the district. Staff and students are familiar with these tools decreasing the need for professional development specfic to these interventions. As needs change over the course of the funding period, new interventions may need to be utilized. A team, led by the ARP Part 2 funded Human Resources/Grants Administrator will engage stakeholders in defining the need and use the What Works Clearinghouse to ensure any new interventions are research and/or evidenced based. The interventions listed are also tools supported by other grant initiatives like Title I and IDEA 611 and 619 grants. The District is also using information and interventions presented in the NYS Eastern Technical Assitance Center (NYS ETAC) training titled, 'How to Develop and Staff Summer Learning Programs'. The NYS ETAC is an extension of the NYS Education Department and the district will continue to collaborate with them when identifying interventions and strategies to use for summer programs.</p> <p>The state reserve funds will be aligned with other district initiatives. To coordinate this effort, the District will capitalize on the ARP Part 2 grant funded Human Resources / Grants administrator position. This administrator will work with district level administration to ensure the use of these funds are aligned with Part 2 interventions, Title Grants, and IDEA 611 and 619 funding. Regular, weekly meetings have been scheduled between the superintendent, assistant superintendent and human resources/grants administrator to progress monitor and to continually align initiatives as needs change over the course of the pandemic. Regular meetings of the larger stakeholder group will also use coordinatiion of resources as a criteria/lens when reviewing needs and planning for additional supports based on those needs.</p>	

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> • Summer School 2021 for credit recovery at the High School Level. • Summer School 2021 for the Middle School. • Costs included Instructional Salaries and benefits and transportation costs. • Learning Loss expenditures included salaries and benefits of two learning center teachers, a new social worker, three elementary teachers, and a literacy teacher. • The after school grant included professional salaries and benefits of instructional staff for AIS and AIE after school programs for our elementaries, middle school, and high school. The after school program also included the wages for instructional staff to work after school with full remote students due to COVID. • The ESSER 3 program included continuing to support our principal team, athletic director, a new school nurse, a new elementary teacher. These funds also supported our Fully Remote student teacher liaisons and teachers coverage of classes due to the sub shortage. Supply purchases included PPE, school furniture, paper cups due to not sharing water at the water fountains and science class equipment to expand science program offerings. 	1670076.01

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.	404,328	137,580	170,641
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	1,132,131	547,020	532,857
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.	609,834	621,976	649,921
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.	371,977	188,883	191,853
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	2,518,270	1,495,459	1,545,272

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

(No Response)