

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	Current graduation rate of 93% is not a priority concern	Board of Education, Community Partners, Teachers and Parents have not expressed a concern	0
Reducing class sizes	Underrepresented students may need more significant individualized instruction and attention from their instructors.	Board of Education, Community Patners, Teachers and Parents recognize that keeping class sizes lower in the aftermath of COVID will impact student achievement, engagement and discipline	720000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Consistent and continual diagnostic and formative assessment in all academic areas to identify struggling students and provide appropriate researchbased supports.to	Board of Education, Community Partners, Teachers and Parents have expressed concern that students and parents need timely notification of academic struggles and a plan to intervene.	240000
Addressing student social-emotional health	The diverse, low-socio-economic student populations requires assistance with relationship building across cultural, racial and gender prejudices.	Board of Education, Community Patners, Teachers and Parents have identified the need for on-going diversity and inclusion training.	240000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Title IIIA and the district's ELL program provide adequate resources.	Board of Education, Community Partners, ELL Teachers and ELL Parents have not expressed a concern	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 (\$)
Recruiting & Retaining Effective Teachers	Retain effective staff to improve equity and promote leadership capabilities	Board of Education, Community Partners and administrative staff have noted that in the current teacher shortage the district's ability to recruit/retain highly effective staff could be impacted without a clear design of differential and incentive pay	1,889,934

Use of Foundation Aid Increase (Cont.)

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- 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)**

Input was collected through open Board of Education and PTA/PTSA meetings, as well as, meetings with community partners and EITA (East Irondequoit Teachers Association) and the East Irondequoit Administrative Council.

These groups identified two long-range goals:

- Increase student enrollment in rigorous and advanced courses of study which prepare students for post-high-school study
- Expand student engagement in the school community to promote emotional health and positive relationships

To achieve these long-range goals the four key goals above were identified from the community feedback and were used to apportion the foundational aid increase:

- Expenditure to maintain reduced class sizes due to learning gaps from loss of instruction due to COVID (Reducing class size)
- Expenditure for additional math teachers to provide learning lab for grades 6-11 (Support for at-risk students)
- Expenditure for additional STEM student engagement for grades 3-5 (Support for at-risk students)
- Expenditure for additional (.5) social worker/counselor to conduct support groups K-12 for total 4 FTE across 6 buildings (Addressing student social-emotional health)
- Differential and incentive pay to retain effective class, to improve equity and to promote leadership capabilities. (Recruiting and Retaining Effective Teachers)

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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.

Not applicable - no changes have been made.

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 (# : #)
Address literacy achievement gaps created by COVID Pandemic and loss of in-person learning from March 2020 to September 2020: • Two Literacy Intervention Teachers at Durand Eastman Intermediate School, Grades 3-5, a Title IA building.	9.29:1
Address literacy achievement gaps created by COVID Pandemic and loss of in-person learning from March 2020 to September 2020: • Two Literacy Intervention Teachers at Laurelton Pardee Intermediate School, Grades 3-5, a Title IA building.	8.46:1
Address math achievement gaps created by COVID Pandemic and loss of in-person learning from March 2020 to September 2020: • Two Math Intervention Teachers at Durand Eastman Intermediate School, Grades 3-5, a Title IA building.	9.29:1
Address learning gaps in math created by loss of in-person learning March 2020-September 2020. Two Math Intervention Teachers at Laurelton Pardee Intermediate School, Grades 3-5, a Title IA building	8.46:1
Additional .5 Social Worker at East Irondequoit Middle School, grades 6-8, to address social/emotional adjustments to safe return to in-person learning and social, emotional, mental health needs caused by the COVIS Pandemic.	221:1
Additional .5 Social Worker at Eastridge High School, grades 9-12, to address social/emotional adjustments to safe return to in-person learning and social, emotional, mental health needs caused by the COVIS Pandemic.	230:1

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 (\$)
Literacy interventionists collaborated with Title I teachers to provide individualized "pull-out" supplemental instruction and "push-in" and small group support during classroom instruction to reinforce conceptual learning and assist "struggling learners." Students were identified using literacy diagnostic assessments and literacy achievements of NYS Learning Standards. 2 Literacy Interventionists for grades 3-5 at Durand Eastman Intermediate and 2 Literacy Interventionists for grades 3-5 at Laurelton Pardee Intermediate School (salaries plus benefits per contract)	\$260,765

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Math interventionists collaborated with Title I teachers/tuors to provide individualized "pull-out" supplemental instruction and "push-in" and small group support during classroom instruction to reinforce conceptual learning and assist "struggling learners." <ul style="list-style-type: none"> • Students were identified using diagnostic assessments integral to math program, MAP assessments and math achievements of NYS Learning Standards. • 2 Math Interventionists for grades 3-5 at Durand Eastman Intermediate and 2 math Interventionists for grades 3-5 at Laurelton Pardee Intermediate School (salaries plus benefits per contract) 	\$205,466
Additional Social Workers in grades 6-8 building (East Irondequoit Middle School, and grades 9-12 building, Eastridge High School, to support students with social/emotional adjustments returning to in-person learning and social, emotional, mental health needs caused by the COVIS Pandemic.	\$56,630

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.	56,630	113,260	0
Maximizing in-person instruction time.	0	53,089	54,192
Operating schools and meeting the needs of students.	0	227,072	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.	466,231	1,744,517	1,262,097
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	1,226,330	1,677,956
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	522,861	3,364,268	2,994,245

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

(No Response)