

**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	None received	0
Reducing class sizes	General class sizes reduced, 6 positions K-5, reduce class size from average of 22 to as high as 29.	None received.	712995
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	N/A	None received	0
Addressing student social-emotional health	Add 1 Behavior Analyst K-5 (y 1), Add 1 Psychologist K-5 (currently 2), increased support in K-5.	None received	221000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Add 8 SpEd Teachers - K-12 increased support, currently 56, 10 Certified Teaching Assistants - K-12 increased support currently 123, 1 Occupational Therapist - K-12 currently 3, 2 Speech Therapists K-12 currently 9, 1 CSE Clerical Support - K-12 currently 2.	None received	1625000

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.)**

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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)**

Presentation was made by the District at a Board of Education meeting on June 13 presenting the District's planned usage of increase in Foundation Aid. Questions and feedback were solicited from the Board and community. Live presentation and Google slides are posted to District website, including a link to provide additional feedback. The Board of Education was favorable to the District's presented usage of the increased Foundation Aid. No other feedback to date has been provided.

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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.

**1a. Please provide a summary of those changes and the need informing those changes.**

ENL teacher for 2021-22 school year was hired at a part-time basis on student needs. This position was originally entered into the grant as a full-time position. The remaining budget of \$43,574 will be used for professional development for K-5 teachers on literacy/writing best practices and for K-8 teachers on Leveled Literacy Intervention Systems.  
A revised FS10A will be submitted to reflect these changes.

**2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.**

Presentation was made by at a Board of Education meeting on June 13 presenting the District's 2020-22 usage and 2022-24 planned usage of ESSER2, GEER2, and ARP funding. Questions and feedback were solicited from the Board and community. Live presentation and Google slides are posted to District website, including a link to provide additional feedback. The Board of Education was favorable to the District's 2020-22 usage and 2022-24 planned usage of ESSER2, GEER2, and ARP funding. The Board was pleased to see the District addressing the mental health needs of the students by providing additional social workers and psychologists. No other feedback to date has been provided.

**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 provide mandated ENL teacher services to eligible students at their required levels. Went from 1 ENL teacher servicing the needs of a building of 35 ENL students to 1.5 ENL teachers.	35:1.5
Extended school year program was developed to support K-5 students who were not meeting academic standards during the 2021 summer and this programming will continue in 2022 and 2023. Approximately 125 K-5 students attended a 3 week half-day program taught by elementary teachers, special education teachers, certified teaching assistants, ENL, and reading teachers.	5:1
Extended school year program was developed to support grades 6-8 students during the 2021 summer who were not meeting academic standards. This programming will continue in 2022 and 2023. In 2021, the reading and content support was provided virtually in 1 hour sessions. In 2022, the support will be provided in-person for two weeks, at 3 hours a day and cover the four core content areas.	7:1
Extended school year program was developed to support students in grades 9-12 during the 2021 summer. We enrolled students in need of credit recovery in online courses through Educere. In addition, we had content area teachers available to support students with the completion of their online courses.	13:1
To support the needs of students with disabilities, we added an additional special education teacher for 2021-2022 school year at one of our elementary schools.	9:1
To meet the needs of elementary students who were unable to attend school due to quarantine, we hired a teacher to provide virtual instruction. Ratio is difficult to determine as the number of students needing this service changed week by week.	20:1

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

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ARP Spending Plan Reporting

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
We used ARP funding to expand on extended school year opportunities for students K-12. K-5 - Three-week half day program for 3 hours daily targeting ELA and math core skills. Busing costs were included. Grades 6-8: Virtual classes for reading remediation and core content review for students who struggled to meet the learning standards. Grades 9-12: Online credit recovery courses offered to all students in need. Teachers were available to assist students in the content areas.	142,959
To meet the needs of ENL students we used ARP funding to hire a .5 FTE ENL teacher.	26,283
To meet the needs of Special Education students at one elementary school, we used ARP funding to support at 1.0 FTE Special Ed Teacher.	75,000

**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.	30,416	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	63,273	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.	129,060	76,233	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	50,462	44,895	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	142,959	142,959	142,958
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>416,170</b>	<b>264,087</b>	<b>142,958</b>

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

(No Response)