

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

Page Last Modified: 06/08/2022

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: 06/08/2022

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	Ensure academic support person is available for all HS students	The Student Support Team advocated for a position whose primary duty was supporting students towards their academic goals. When presented to the community, this was met with wide support.	35000
Reducing class sizes	The goal is to keep class sizes at 15 students per teacher for grades K-4.	Family and community feedback was positive around class size reduction. The desire to keep class sizes small after COVID funding was expressed by many. Providing smaller class size allows teachers to more effectively address the learning loss that may be present in some students due to the pandemic. Smaller class size provides teachers with the ability to engage in more frequent small group and 1:1 instruction with students. Teachers are better able to differentiate their instruction based upon varied student needs. This is particularly important and valuable for grades K-4 when necessary early learning and academic skills are taught and mastered.	160000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Additional Reading Teacher for the Elementary School	Community and family support is high for a reading intervention specialist at the Elementary level. The Elementary Building Student Support Team also advocated for this position to be filled. The reading teacher will provide intervention for student's that are not meeting grade level benchmarks for reading. This position provides Tier 2 and 3 supports for students. It addresses students in the general education setting prior to referral to special education. This is an integral support as we have documentation from our universal reading screeners that illustrates the impact of the pandemic on our overall reading rates in our elementary student population.	90000
Addressing student social-emotional health	Maintaining a social worker/school	The Mental Health Department strongly	125000

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 (\$)
	counselor and a psychologist at every school building.	advocated for more supports for students across all buildings. Community support was strong for maintaining the addition of a school social worker that was added at the Middle School to address the impact of COVID on students. Students SEL needs continue to be significant. The need for this position is clear. The social worker provides whole class SEL lessons, small group and individual counseling. They serve as an advocate for families and a liaison to community mental health supports.	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Increasing supports at the ES for our students with disabilities with an increase of a Teaching Assistant in our Elementary 8:1:1 room. Ensuring there is an ESL teacher for each building. Ensuring that we have enough Speech and Language supports for our student needs.	Many families and community members expressed support for increasing our staffing for Special Education students at both the ES and the MS based on increasing student numbers and needs at our buildings. Department and building meetings echoed this need. Students with significant cognitive, behavioral, and social needs are able to be kept in district because of the additional teacher assistant support that is accompanying our special class program. The total number of ELL students district-wide has grown and requires an ELL teacher to be present at each building in order to provide the necessary integrated and non-integrated support for our ELL students. Hiring an additional speech and language therapist is necessary because of the diverse needs of our students. This position was contracted out prior, but the contract did not allow for sufficient support or collaboration needed to address student needs as a team. By bringing the speech position in house, it allows us to provide Tier 2 intervention for students in the general education system and for the district to address a much higher level of need within our special class students.	212070

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/29/2022

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.)

- 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 discussed the plan at multiple faculty meetings at each building, at district wide department level meetings, at building council meetings, at various Board of Education meetings, and at the Budget Hearing. Many departments expressed a need for additional staffing based on student needs. The district analyzed student numbers, assessments, and anecdotal information to make informed decisions on how to spend our resources. Recommendations that are not reflected above were due to a lack of data supporting the request, or were solved in ways that didn't have a budgetary impact. Parents and community members were very supportive of all the student supports and interventions being put in place and maintained. Many parents echoed the same concerns our faculty and staff had presented to District Administration.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022

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.

Much of the ARP funding was used for curriculum - reading, math, SEL - and the supports/staffing needed to implement that curriculum. Additionally, the district purchases technology hardware and software needed for virtual and hybrid instruction. Public support for these measures was high. One of the consequences of higher additional teachers to implement new curriculum with rigor was smaller class sizes - this was met with tremendous support from families and staff and is one of pieces implemented in COVID funding that we are phasing back into the general fund using the increase in foundation aid. Mental health and special education supports were also met with appreciation by both faculty and families. Student needs were significantly higher than pre-pandemic levels.

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 (# : #)
For all students to achieve grade level literacy using purchased reading curriculum and with more intensive and targeted intervention practices achieved by smaller class sizes.	15:1
Priority was for all buildings to have 1 social worker, 1 psychologist, and 1 school counselor with the program goal that all students have access to appropriate SEL supports in each building.	385:3

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 (\$)
Special Education Teacher added to the MS to support special education students transitioning from the Elementary School particularly from a year that may have been 100% virtual or a hybrid model depending on their family choice.	70000
An addition of a social worker at the MS to support SEL needs of Middle School students.	70000
Purchase of Reading Curriculum for multiple grade levels to address learning gaps that were exacerbated by loss of instruction time due to COVID.	138125
Purchase of SEL Curriculum for ES students to help students support themselves and each other.	8450
Summer School STEAM program directed towards students rising 1st through 6th who showed academic need.	33,334
Afterschool Tutoring for students who showed a need for continuing academic support.	33,334
Student assessment tool for educators to use in ES and MS to evaluate student growth in academic areas.	17900

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	100,000	75,000	75,000
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	100,000	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.	493,047	343,399	290,605
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	70,000	35,000	35,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	66,668	66,668	66,668
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	829,715	520,067	467,273

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

(No Response)