

**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	To increase graduation rates and eliminate achievement gaps, the District established a main priority. The priority that will increase the graduation rate and to close the achievement gap is "Provide and deliver a rigorous, relevant and cohesive PreK-12 curriculum." To support this priority, the District will focus on several specific metrics. The metrics will increase the use of rigorously relevant Learning Targets and Essential Questions during class instruction. In addition to the metric above, the District will increase opportunities for students to explore and expand their opportunities for Vocational Technology opportunities by 10%. These opportunities include classes that create entrepreneurial opportunities and hand-ons learning. Also, the District will create alternative pathways to success such as alternative High School opportunities. Finally, the District is transitioning the previously mentioned best practices and priority with Summer School. The District will implement a summer school that will provide an opportunity for students to make up credits and classes. The District expects to have an 80% success rate for summer school, to close the achievement gap. Finally, the District has identified that staff attendance is essential for student success. According to Woods & Montago (1997), students with teachers who had fewer absences were found to have had significantly larger improvements in grade equivalency. Hence, the District will implement strategies so students receive instruction from a certified teacher due absences created by unforeseen incidents, such as the residual effects of COVID 19. The overall metric that will	During Community Forums that were held on August 4, 2021, August 23, 2021, and August 24, 2021, we interacted with school community members to gather information. Throughout our conversations the stakeholders discussed the importance of creating opportunities for our students and to ensure that we are providing equitable learning experiences that inspire success. Specifically, stakeholders discussed the importance of providing support such as additional programming and experiences that create interest and career readiness. Also, during student and parent member focus groups students and families indicated that they desired rigorous opportunities. Also, the students and parents expressed a need for relevant curriculum and additional opportunities that help create supportive success.	1855119

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	evaluate our success is increasing the graduation rate by 3%.		
Reducing class sizes	<p>Liberty Central School District's student population has been on the rise for several years. For example, during the 2015-2016 school year, Liberty Central School District had an enrollment of 1574 students. During the 2018-2019 school year, Liberty Central School District's enrollment was 1764 students, and during the 2019-2020 school year, our enrollment was 1747. Upon navigating through the COVID-19 pandemic, the District's current enrollment as of June 2022 is 1777. Thus, in 3 years we have 203 more students K-12, which equals 15 more students in each grade. According to Tennessee's Student Teacher Achievement Ratio (STAR) project study, when interventions are provided to a class of 13-17 students, the probability of student success increases. Therefore, the District has taken the steps to reduce class sizes. The District has accomplished this by adding more staff to help minimize class sizes. Specifically, we have calculated that our average class size will be between 17-20 students. As mentioned, having smaller class sizes will increase the probability of student success.</p>	<p>Throughout the Community Forums that took place on August 4, 2021, August 23, 2021, and August 24, 2021, during focus groups, and during other open meetings (ie. Board of Education meetings) our stakeholders stated that class sizes were large and they were concerned. Specifically, our stakeholders mentioned that our needs have increased due to learning loss and other sociodemographic variables. Therefore, more staff were recommended and requested to create learning environments more conducive to learning.</p>	771941
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	<p>In order to support students who are not meeting the expectations of the NYS Standards, the District has taken several steps to support our struggling students. To start, the District will continue to implement the iTutor program. This virtual tutoring program will help students receive additional support from a certified teacher at times that are most convenient for the student and their family. Also, the District will expand its abilities to support students in crisis by providing additional programming. Specifically, the District will provide students with opportunities to receive additional support from our local</p>	<p>As mentioned, throughout the Community Forums that took place on August 4, 2021, August 23, 2021, and August 24, 2021, during focus groups, and during other open meetings (ie. Board of Education meetings) our stakeholders stated that class sizes were large and they were concerned. Specifically, our stakeholders mentioned that our needs have increased due to learning loss and other sociodemographic variables. Therefore, the District will provide additional resources that support our at risk learners that not only support the student, but support the families as well.</p>	867082

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	<p>BOCES. The programming helps students in crisis or are at risk. This programming supports social, emotional, and academic needs in a therapeutic manner. In addition, the District has added more Special Education instructional staff to provide more support for our most at risk students. In addition, these items mentioned above address the District's Create an inclusive, nurturing environment for all stakeholders (students, faculty, staff, parents, families, community members) priority. Ultimately, these interventions or opportunities will support our students and help increase our graduation rate by 3% immediately and over time.</p>		
<p>Addressing student social-emotional health</p>	<p>The District's priority that addresses this component is "Cultivate an environment that encourages Social Emotional Learning for all students." Therefore, providing social and emotional safety is essential. To help address this need the District added additional security measures, in addition to our School Resource Officers, the District has added internal Safety duty staff members. These security measures help the students and staff feel safe. Also, the District has provided additional counseling support for our elementary students. Many of our elementary students require additional social and emotional support so the District has added the use of therapeutic art activities and added more opportunities for students to express themselves. Specifically, the students are able to attend and participate in activities that expand art in education. Also, the District will provide a behavioral specialist position to help our students and staff understand the function of our students' behaviors and promote prosocial behavior. The metrics the District will use to evaluate the social and emotional wellness of our students are SEL screener results, reduction of disciplinary</p>	<p>Recent district wide school performance surveys suggest 78% of students feel that student behavior interferes with academic instruction. 59% of students feel that the school district does not have procedures in place for chronic offenders experiencing ongoing difficulties. In addition to the surveys, the District took part in focus groups with students, staff, and parents/guardians to verify the findings. Thus, the findings from our surveys were consistent with our findings from our qualitative conversations.</p>	<p>377984</p>

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	referrals, improved attendance, list of restorative practices. Recent district wide school performance surveys suggest 78% of students feel that student behavior interferes with academic instruction, and 59% of students feel that the school district does not have procedures in place for chronic offenders experiencing ongoing difficulties. In addition to the surveys, the District took part in focus groups with students, staff, and parents/guardians to verify the findings. Thus, the findings from our surveys were consistent with our findings from our qualitative conversations.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	It is evident that our Multi-Language Learners require additional support to ensure that we are closing the achievement gap. Therefore, to support our MLL students, the District has expanded its support with afterschool programming that provided a TESOL teacher to ensure our MLL students will receive additional support. Also, the District has expanded its use of a Newcomer program that will help our students who require additional language acquisition support. In addition to the Newcomer Program, we are supporting our students with additional summer school supports that include MLL supports. Moreover, we are taking the steps to address our MLL students' social and emotional needs by increasing social and emotional support with social workers and school psychologists. Ultimately, we want to increase our MLL student achievement or graduation rate by 3% as we implement more opportunities for our MLL students. These resources help address the District's	According to focus groups, the vast majority of Multi Language Learners and their families state that they do not have a trusted adult to go to and because of language and cultural barriers they do not all feel included in the school community. Therefore, the District is taking the steps to provide more opportunities for MLL students so they feel accepted, supported, and nurtured.	309627

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.

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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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

## 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)**

Upon completing community forums at the start of the school year, conducting focus groups throughout the school year up until June 2022, the District has realized that we must fund our resources to support our main 3 priorities. As mentioned, our priorities are:

1. Provide and deliver a rigorous, relevant and cohesive PreK-12 curriculum.
2. Cultivate an environment that encourages Social Emotional Learning for all students.
3. Nurture an inclusive and equitable environment for all stakeholders.

Gathering qualitative and quantitative data is essential to gain a "whole picture" understanding. Therefore, knowing we had additional funds, the District gathered important data at the start of the school year and then conducted focus groups throughout the school year to triangulate the data we acquired. To help identify our next best steps to allocate and leverage resources, we conducted focus groups in June of 2022 to ensure we had consistent input and concerns from our stakeholders. To support our priorities, the District added additional resources to support all of our students, our at-risk learners, and our Multi-Language Learners. Ultimately, the recommendations or suggestions were synthesized to support our priorities. Specifically, we want to provide rigorous and supportive learning opportunities that address the "whole-child."

After reviewing the information received, we took the measures to identify what we needed and what we did not need. The stakeholders did request more SEL support, smaller class sizes, and academic support. Therefore, the District will be able to fulfill these requests due to the additional 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.

Upon conducting community forums on June 16, 2022, August 4, 2021, August 23, 2021, and August 24, 2021, our parents/guardians, staff, students, and community members expressed multiple concerns. To start, our stakeholders discussed the need to provide more enrichment opportunities, after school opportunities, in-person instruction, and the need to address learning loss. In addition to the meetings mentioned above, the District took part in internal review meetings to evaluate the progress of our reopening plan. Moreover, the District conducted focus groups throughout the school year that reviewed our current state of reopening and other funding needs to identify and evaluate our needs. Ultimately, our stakeholders consistently requested remediation support, inclusive practices, enrichment opportunities, and more after school activities to support our students' academic, social, and emotional needs. Therefore, the District did take the steps to support our school community's requests. Throughout the 2021-2022 school year, the District conducted multiple surveys to help make Liberty a great place to learn. After triangulating the surveys and the qualitative information, we have continued to implement what our ARP plan indicated going into the 2021-2022 school year. As we continue to implement our ARP plan, we will continuously analyze our progress and we plan to have more community forums during the summer of the 2022-2023 school year.

## 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 (# : #)
After conducting several community forums, collaborating with the LCSD Reopening Team, and conducting focus groups; LCSD established some essential goals to support our students' learning process during the COVID 19 pandemic. Overall, Liberty's priorities are, 1. Provide and deliver a rigorous, relevant and cohesive PreK-12 curriculum; 2. Cultivate an environment that encourages Social Emotional Learning for all students.; 3. Nurture an inclusive and equitable environment for all stakeholders. These priorities are implemented to support the whole child and ensure we are providing a safe and comfortable, and equitable learning environment. Also, the District wanted to ensure that we provided consistent support. To reach each of the previously stated priorities the District has leveraged the ARP funding to support our students and their need upon entering school for full time instruction.	12:1

## 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 (\$)
To start, the District increased the number of substitute teachers to ensure that we were able to keep our schools open so our students could consistently learn in person. Also, the District added a creative arts therapist to support our youngest students, specifically our Prek to 1st grade students. This staff member helped our students identify their trauma from the COVID 19 pandemic and helped them use art to express and reinforce coping skills. Also, to help with achievement and support learning loss, we have implemented the Liberty PRIDE program, which is an after school program that addresses students' academic, social, and emotional needs. This program helped with credit recovery, remediation, Regents review, and counseling support. The Liberty Pride program included a program coordinator, teachers, counselors, and support staff to ensure we provided a comprehensive program that addressed the previously mentioned needs. In addition, we provided more opportunities for all of our grade levels by expanding the arts as the pandemic has created a need for additional artistic outlets. In addition, the District had and will add more resources to enhance the instructional and wellness of our students.	2589868



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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Specifically, we increased the amount of musical instruments, digital music equipment, and weight room equipment to expand or enrich our students' opportunities. Also, as students were mostly home for a year and a half, it was essential that we created after school activities to help students reconnect with school and one another. Finally, the District added more Summer Learning opportunities by implementing an in-house summer school program that provided remediation and enrichment through differentiated and equitable instructional opportunities.	

## 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.	495,334	148,005	148,005
Maximizing in-person instruction time.	212,371	58,881	58,881
Operating schools and meeting the needs of students.	753,026	1,668,302	1,668,302
Purchasing educational technology.	35,930	114,553	114,553
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.	77,781	282,368	282,368
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	179,018	333,784	333,784
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	836,408	404,924	1,619,696
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>2,589,868</b>	<b>3,010,817</b>	<b>4,225,589</b>

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

(No Response)