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 Departent (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritized 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 LE

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	N/A	0
Reducing class sizes	Goal: Maintain district class sizes in grades K-12. (Without the commitment of NYS to fully fund foundation aid and to provide an increase, class sizes would have been increased.)	The community supported the 2022-23 budget which included the use of foundation aid as a revenue source to support general operation costs. The budget passed at 79%. A survey on the use of foundational aid to maintain class sizes was posted and available on the district webpage.	1166109
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	N/A	N/A	0
Addressing student social-emotional health	N/A	N/A	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	N/A	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 prioroty 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 ($)
N/A	N/A	N/A	0

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)**

The use of the additional foundation aid was described and presented publicy at multiple public, community, and stakeholder meetings in the months of March, April and May. A survey was also created and posted to the webpage which describes the use of foundation aid and provided an opportunity for stakehoders to provide feedback. Feedback was positive and in support of the District plan to use foundation aid. The budget, which included the use of foundation aid to maintain class size, was approved at 79%.

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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.**

Upon review of feedback from all stakeholder groups to the initial ARP-ESSER plan the district made the following changes to its initial plan:
- Reduced the number of supplemental student computing devices and assistive technology products to reflect the actual amount required to meet our student's needs
- Reduced the level of funding for innovative technology equipment to better support areas identified in need below
- Increased the term for provision of supplemental reading and ENL instructional support for students to include the 2023-2024 school year
- Increased the term for provision of supplies and materials to support programs to include the 2023-2024 school year
- Added funding to support the completion of an outdoor learning environment at the district's high school building

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

At Board of Education meetings, PTA meetings and meetings of the District Curriculum Development Committee, and through survey tools made available through the district's website and advertised through email blasts, the district was able to obtain public comment and feedback on the updated ARP-ESSER funding. This feedback was positive and in support of the planned use of the funding.

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 (# : #)
Provide supplemental instructional student support and intervention in elementary mathematics and reading	60:2
Provide Special Needs students with access to summer enrichment and support programming	60:6
Provide ENL students access to teachers and programming after school, during the summer, and on weekends	30:3

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 *or* Expansion of Existing Programs in Current Year	Investment ($)
Expansion of elementary AIS Math instructional staff by 1.0FTE and the elementary reading AIS staff by 0.5FTE to address increased number of students experiencing pandemic related learning loss. Using data on student performance through the district's Response to Intervention Plan, a committee met regularly throughout the course of the 2022-2023 school year to review student progress and recommend the commencement and conclusion of academic support services in math and reading. This information was used to determine the level of staff need to support the number of students identified as benefitting from supplemental services in math and reading. Based on the number of students identified grant funding was allocated to expand the existing level of support services to maintain the most appropriate ratio of staff to students in our support classes.	151354
Creation of a High School Special Education Summer Theater program to support, enrich, and maintain connectedness with school for identified students during the summer break. This supplemental program was created to ensure that students in our high school self-contained special education population had the most diverse program opportunities to remain engaged and connected to school and a structured learning environment, and to prevent further potential learning loss in our most needy student	16568

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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 ($)
population.	
Creation of a summer school remediation and enrichment academic and SEL program for students with 10 month IEP's to maintain their connection to school and routine while strengthening their readiness for future instruction during the regular school year. This supplemental program was created to provide students with 10 month IEP's continued access to school structure and remedial and enrichment support during the summer break. The goal for this program was to increase connectivity with the school and prevent further learning loss by the vulnerable population of students.	21388
The district created sveeral programs for ENL students to support their connectedness to school and strengthen their English Language acquisition. These included after school enrichment and remediation support throughout the course of the 2021-2022 school year, a summer enrichment program for the summer of 2022 to maintain connection to school and strengthen language acquisition skills during the summer break, and Saturday enrichment experiences throughout the 2021-2022 school year.	5000
Purchase of assistive technology to support learning needs of special education students while engaged in remote learning and while receiving in-person instruction using existing technology infrastructure.	16380

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.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	30,000	0
Purchasing educational technology.	16,380	14,412	6,000
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.	151,354	151,354	107,505
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	11,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	42,956	42,336	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	**210,690**	**238,102**	**124,505**

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

(No Response)