

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	N/A	N/A
Reducing class sizes	Reduce class size to 24 or less at the elementary level by hiring an additional classroom teacher	Parents, teachers, administrators and community members are always looking and requesting for ways to reduce class size to maximize the learning experience for their students.	78750
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide additional support to elementary students by adding more AIS math and ELA teachers. Provide programs that serve as an extension of the classroom to support secondary students achieve their academic goals. Hire 5 elementary academic support teachers and one teacher for class reduction. Offer regents review classes 10 weeks prior to the Regents and then also offer Academy classes during the weekend.	Parents, teachers, administrators, and students were concerned elementary and secondary students not meeting grade-level requirements and falling behind after the COVID-19 impact. All stakeholders requested any additional assistance to support students academically to increase their reading and mathematical understanding. Secondary stakeholders were also concerned that students would not be prepared for the Regents' graduation requirements. The request was to have opportunities outside the school day to help students better prepare for their June Regents exams.	400000
Addressing student social-emotional health	During the school day, make our pupil personnel staff (PPS) more available to support the health and well-being of our students. Add school counselor at elementary building. Also, create summer programs (Summer unplugged at Frost and HS and Summer Enrichment for elementary) to reconnect students with their peers and teachers in a welcoming environment that encourages collaboration, team work, and participating in hands-on activities.	Parents, teachers, and students voiced their concerns about helping our students in any way to support their mental state and well-being due to the COVID-19 impact. Additionally, making sure students are aware of the mental health staff members, meeting them, and then also being introduced to the available resources within and outside the community. Secondary students also advocated for themselves looking for more help and resources to support their mental health.	78750
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Provide an extension of classroom activities by offering extra review classes and Regents academy classes for ELLs, students with disabilities, and students experiencing homelessness. Having	The community voiced their concerns about providing additional services and support for students who struggle academically and have limited resources.	250000

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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 (\$)
	dedicated staff from the ENL and Special Education department lead the review sessions in a small group setting. The review sessions were open to all students and the district supported students who needed transportation to ensure participation.		

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.)

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)

- Sent communications explaining the programs including brochures and detailed information. The translated feature turned on via school messenger.
- Teachers, School counselors, and administrators reached out to students and parents about the SEL and academic programs at both the elementary and secondary levels.
- Google forms were sent to sign up for the programs and late entries were accepted throughout the school year and also for summer programs.
- World Language review preparation classes were included at Frost and HS for the first time in the last 5 years.
- Include information on how parents were notified that their elementary child would be receiving additional support via AIS 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.

Elementary and Secondary School Emergency Relief (ESSER) funding.
 The public wanted the district to continue offering a variety of programs during the summer to support our elementary and secondary students socially, emotionally, and academically. The elementary parents were happy to see an enrichment program being offered similar to the secondary unplugged for summer 2022. The public was pleased to see a new program dedicated to enhancing the current sports program to increase participation in the district's sports teams. The program will start in fall 2022.

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 (# : #)
<ul style="list-style-type: none"> • Program Goal: Summer AIS Program - elementary students entering grades 1 - 5 - Summer 2021 and 2022 	1:12-14
<ul style="list-style-type: none"> • Elementary STEAM Summer Enrichment - students entering grades 1 - 5 - Summer 2022 	1:15
<ul style="list-style-type: none"> • secondary Summer Enrichment Programs - 'Unplugged' - students entering grades 6 - 12 - Summer 2021 and 2022 • Opportunity to reconnect student and staff relationships, build new relationships, enhance existing ones and enrich the educational experience by participating in a variety of hands-on activities. Also, a way for incoming students new to the middle and high school building to meet peers and teachers prior to the first day of school. 	1:15
<ul style="list-style-type: none"> • Secondary Summer Academic ELA and Math Support Classes - Summer 2021 • To Prepare for the 2021-2022 school year by further developing their mathematical skills, reading, and writing skills. Students worked on a digital platform called the ALEKS program for the math program that was adapted to each individual student's level. Students worked on the interactive online platform ReadTheory which supported foundational skills for reading comprehension, literary analysis, information non-fiction analysis, and writing. 	1:18
<ul style="list-style-type: none"> • Additional AIS teachers - Hired for 2021-22 and continuing for 2022-23 	1:4-6
<ul style="list-style-type: none"> • Special area teachers for Virtual Programs - 2021-22 school year • Students received their special areas including art, music, and PE if they were quarantined or COVID-19 positive during the 2021-22 school year. The district had dedicated special area virtual teachers to work with these individual students. 	1:18-20
<ul style="list-style-type: none"> • Regents Academy and Review Sessions for Secondary Students - 2021-22 school year • The focus of the program and opportunity for students to prepare for the 2022 Regents and FLACS exams, and experience taking a 3-hour exam (Regents/FLACS exams were canceled from June 2020 - Jan 2022). To further develop their mathematical skills, reading, and writing during the academy and review sessions. Additionally, better understand specific content related to the exam. 	1:18
<ul style="list-style-type: none"> • Before school programs - The district will create an AM academy for the 2022-2023 school year. Based on assessment data, 1st through 5th grade students will be invited to before school academic 	1:4-6

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Program Goals	Per Pupil Teacher Ratios (# : #)
support classes twice a week.	
<ul style="list-style-type: none"> • Sports Enrichment Programs - Starts in 2022-23 school year • Provide students in the community with free sports clinics in order to get exposure to a specific sport and/or coaches of that sport. The goal of the program is to increase participation in our summer camps and middle school/high school teams. 	1:18
<ul style="list-style-type: none"> • After school programs - The district will expand their after school club opportunities for the 2022-2023 school year. All students will be invited to participate in a variety of enrichment categories, and specialized programs will be offered for English Language Learners . 	1:18
<ul style="list-style-type: none"> • Elementary Saturday Enrichment Program - Fall 2022 • Program Goal: Before school programs - The district will create a Saturday Enrichment program starting in the 2022-2023 school year. All students will be invited to participate in a variety of enrichment categories, and specialized programs will be offered for English Language Learners . 	1:18

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 (\$)
Purchasing educational technology. <ul style="list-style-type: none"> • All students and staff (grades 3 - 12) have a 1:1 device. The technology enhancements include hardware upgrades in the classroom and applications to support the students' learning. The teachers and TAs integrate technology throughout daily lessons to enhance the learning. • Virtual special area teachers dedicated to support students remote learning while quarantined or exposed to COVID-19. 	500600
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. <ul style="list-style-type: none"> • Virtual special area teachers dedicated to support students remote learning while quarantined or exposed to COVID-19. • Additional AIS teachers - Hired for 2021-22 and continuing for 2022-23 • Regents Academy and Review Sessions for Secondary Students - Dedicated sections for students with disabilities and ELLs. 	335211
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs. <ul style="list-style-type: none"> • Secondary Summer Enrichment Programs - 'Unplugged' - students entering grades 6 - 12 • Elementary STEAM Summer Enrichment - students entering grades 1 - 5 • Responsive Classroom training and implementation, turnkey training 	92052
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs. <ul style="list-style-type: none"> • Summer AIS Program - elementary students entering grades 1 - 5 • Elementary STEAM Summer Enrichment - students entering grades 1 - 5 • Secondary Summer Academic ELA and Math Support Classes • Regents Academy and Review Sessions for Secondary Students 	153647
Safely returning students to in person instruction: Hire clerical personnel to track and report COVID cases.	64517

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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.	64,517	0	2,869,433
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	500,600	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.	335,211	926,491	1,005,237
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	92,052	92,052	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	153,647	376,576	376,577
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,146,027	1,395,119	4,251,247

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

N/A