

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

Page Last Modified: 06/22/2022

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: 06/22/2022

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: 06/23/2022

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	Recognizing that the traditional provision of education was interrupted by COVID over the past two years, a keen focus is on building bridges forward. In other words, the district is focused on creating classroom environments that integrate technology, virtual sources (apps) for instructional materials, researched instructional materials, furnishing that fosters dynamic learning experiences, as well appropriate staffing and professional development. These objectives essentially cut across all dimensions of the school and subsequent leveraging of resources.	Based on numerous in-person and virtual budget presentations (Road Show), Budget Exit poll survey, as well as community responses at community conversations (virtual), and PTA meetings, ensuring equity opportunities and outcomes, with a particular emphasis on ensuring students remain on track for graduation was a priority.	960000
Reducing class sizes	A area focus was maintaining class sizes driven social distancing due COVID. Learning opportunities were enhance class sizes being smaller.	Based on numerous in-person and virtual budget presentations (Road Show),Budget Exit poll survey, as well as community responses at community conversations (virtual), and PTA meetings, maintaining manageable class size was a priority.. Frankly, it is a major challenge to meet due to the lack or shortage of classrooms, lending to conversations about future capital projects.	760000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Recognizing that the traditional provision of education was interrupted by COVID over the past two years, a keen focus is on building bridges forward. In other words, the district is focus on creating classroom environments that integrate technology, virtual sources of instructional (apps), researched instructional materials, furnishing that fosters dynamic learning experiences, as well additional teachers to provide academic interventions and professional development in areas such as literacy to help teachers be better teachers, and the adoption of a comprehensive MTSS plan,	Based on numerous in-person and virtual budget presentations (Road Show),Budget Exit poll survey, as well as community responses at community conversations (virtual), and PTA meetings, the notion of equity in opportunities and outcomes has been embraced. The community wants to ensure we are effectively meeting the needs of all students. The community also encouraged the strategic use of federal dollars to bridge the gaps.	400000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/23/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	which comes with staffing, resources, and PD needs. These objectives essential cut across all dimensions of the school and subsequent leveraging of resources.		
Addressing student social-emotional health	Addressing the mental health and social emotional needs of students has been a longstanding priority. Shenendehowa has put significant resources into supporting student readiness to learn through Social Emotional Learning work. The District has keenly focused on bolstering capacity to meet existing and emerging needs. A key component of the capacity building was contracting with the Saratoga Center for the Family to provide direct services to students. The District recently increased the number of providers. Professional development is also a critical aspect of our ongoing quality support of our students. The District has invested in the Second Step curriculum for elementary and middle school counselors to use with whole classes on an ongoing basis. Staff at each level (ES, MS, HS) have researched best practices for supporting the readiness of students to learn (including SEL) and integrated skills and concepts into morning announcements, health classes, and the general classroom through a number of helpful strategies.	Based on numerous in-person and virtual budget presentations (Road Show),Budget Exit poll survey, as well as community responses at community conversations (virtual), and PTA meetings, supporting students readiness to learn through Social Emotional Learning work was a priority.	350000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district budget development process hinges on the tenet/principle that service follow needs. Consequently, ensuring equity in outcomes by allocating resources accordingly, drives the process. Addressing the emerging needs of ENL students is	Based on numerous in-person and virtual budget presentations (Road Show),Budget Exit poll survey, as well as community responses at community conversations (virtual), and PTA meetings,the notion of equity in opportunities and outcomes has been embraced. The community wants to ensure we are effectively meeting the needs of all students.	310000

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: 06/23/2022

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 (\$)
Technology - Upgrading and standardizing	Improving network resiliency, broadening internet capacity and redundancy, wireless access points, upgrading hardware (distribution switches, etc), implementing an aggressive obsolescence plan, rolling out mobile devices to allow for 1:1 capacity grades 2-12, and integrating cutting edge instructional technology (interactive displays, etc.,)	Based on numerous in-person and virtual budget presentations (Road Show), Budget Exit poll survey, as well as community responses at community conversations (virtual), and PTA meetings, the community is keenly aware of the resilience on technology in the provision of education. During the pivoting to the virtual provision of education, alarm bells sounded for families in terms of the availability of and/or access to devices. Equity in access to technology was a running theme in many community conversations, and subsequently a budget priority. Came with that was the reliability, redundancy, and safety (cyber security) of school technology platforms. The community wants to ensure we are effectively meeting the needs of all students.	700,000
Allocated to off-set operational adjustments across the entire system (budget)	Impacting the overall provision of program and services, including but not limited to addressing cost escalations in supplies and materials, fuel costs for transportation and maintenance, health insurance premiums, energy related costs, to adjustments in compensation to remain marketable, and attract and retain highly qualified teachers and other professionals	Based on numerous in-person and virtual budget presentations (Road Show) and Budget Exit poll survey, the community firmly supports the provision of a wide-variety of options and opportunities for students, and doing so in a cost-effective manner. Consistency in tax impact, remaining below the Tax Cap, is a perennial focus of community conversations.	2,209,120

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 utilize various means of garnering feedback from the school community, from social media channels, a weekly virtual newsletter that is sent to every student household and has a link for feedback on salient topics, a comprehensive budget roadshow presentation to various constituency groups (Faculty meetings, Department meetings, PTA meetings, Community Centers, Town board meetings, Board of Education meetings), an email address on the districts website for comments to the BOE, a web address for specific comments related to the use of targeted funds, in-person and virtual community conversations with the superintendent and BOE leadership, to the exit poll survey completed with the budget vote.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/23/2022

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.

No changes were made.

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 (# : #)
<p>The district instructional goal, School and Classroom Experiences, speaks to providing learning experiences that are dynamic and personally relevant, predicated on the knowledge and belief that students learn best when they are mentally and psychologically available for learning; when self-directed learning is cultivated; pedagogical practices are modernized; and learning is contextualized.</p> <p>The district will determine the social-emotional, mental health, and academic needs of students, through the use of school counselors, universal screening, and other applicable assessments. Students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students will be specifically assessed for any additional needs that are identified.</p> <p>The District selected evidence based interventions by analyzing a variety of data sources, ranging from common assessment data, universal screening data in reading and math, assignment/assessment data, and trimester grades (K-5)/quarter grades (gr. 6-12), attendance, even disciplinary infractions, to unpack the specific circumstances surrounding students, and will use all those factors in the identification of students who will benefit from additional supports.</p> <p>Common assessment data, universal screening data in reading and math, assignment/assessment data and quarter grades (gr. 6-12) / trimester grades (K-5) will be used to identify students who will benefit from additional academic support and also measure student progress as a result of planned interventions. The ongoing, recursive nature of this data provides the opportunity to measure growth over time.</p> <p>Further, attendance and behavior data will be reviewed to assist in the identification of students in need of study skills, homework help, social-emotional support, restorative practices and/or alternative programming. Staff at each level (ES, MS, HS) have researched best practices for supporting the readiness of students to learn (including SEL).</p>	<p>22:1</p>

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 (\$)
<p>The district instructional goal, School and Classroom Experiences, speaks to providing learning experiences that are dynamic and personally relevant, predicated on the knowledge and belief that students learn best when they are mentally and psychologically available for learning; when self-directed learning is cultivated; pedagogical practices are modernized; and learning is contextualized.</p> <p>In order to effectively do so, the district committed to a full return to school in September, providing strong academics and an array of extracurricular and athletic offerings. The district employed a tiered</p>	<p>3956925</p>

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/23/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>mitigation approach, including components ranging from face masking and physical distancing, to facilities cleaning and hygiene, to contact tracing and quarantining, to HVAC (ventilation) and the provision of food services, to surveillance testing and vaccination access.</p> <p>The intent of the tiered approach was to find and maintain a balance between prioritizing health and safety of students and staff, and supporting the social, emotional, mental health of students and staff. This tiered mitigation strategy was fluid, reviewed consistently to ensure the stated objectives are being met. The District endeavored to be responsible in terms of mitigating the spread of COVID, while balancing the provision of educational and extracurricular activities with the preservation of health and safety.</p> <p>While the Shenendehowa Central School District planned for a full return to school in September, we understood that a Completely Virtual Learning (CVL) option, prioritizing students who are immunocompromised and/or have direct family members in the household who are, for documented medical reasons. The CVL option looked at the needs of students across the entire district and provide district-wide provisions</p> <p>This plan was about keenly choosing the appropriate protections to contend with the various stages and implications of COVID-19. A measured approach was taken in making adjustments (nuanced) to mitigate efforts based on the transmission or rate of infections. A continuum of protection using a tiered mitigation approach, varied based on severity of situations and circumstances, will be deployed with due diligence and fidelity.</p> <p>The District selected the evidence based interventions by analyzing a variety of data sources, ranging from common assessment data, universal screening data in reading and math, assignment/assessment data, and trimester grades (K-5)/quarter grades (gr. 6-12) will be used to identify students who will benefit from additional academic support and also measure student progress as a result of planned interventions. The ongoing, recursive nature of this data provides the opportunity to measure growth over time.</p> <p>Further, attendance and behavior data will be reviewed to assist in the identification of students in need of study skills, homework help, social-emotional support, restorative practices and/or alternative programming.</p>	

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.	715,771	715,771	715,772
Purchasing educational technology.	0	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.	234,826	234,826	234,827
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	148,110	148,110	148,110
Offering evidence-based summer, afterschool, and other extended learning	105,536	105,536	105,537

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/23/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
and enrichment programs.			
Supporting early childhood education.	114,731	114,731	114,731
Other (please describe below)	0	0	0
Totals:	1,318,974	1,318,974	1,318,977

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

(No Response)