

**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	Maximize participation in rigorous, advanced and career readiness programs- Experiential Learning Program, electives, advisory clubs, and interactive technology. CIO and clerical staff will keep data on attendance, graduation, and student growth.	Survey 1st priority results: 41.7% AIS supports and 13.9% enrichment activities. Survey comments-enrichment to include career exploration, field trips, hands-on and project-based learning, electives, and allotting more funds for supplies.	1,416,297
Reducing class sizes	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide literacy and math coach with supplies for grades K-6 and academic mentoring/tutoring with supplies for students not meeting state learning standards.	Survey 1st priority results are the following: 41.7% AIS and 13.9% enrichment activities. Comments-academic supports and tutoring when needed.	110,000
Addressing student social-emotional health	Additional aide in three Pre-K rooms, social worker to reduce teacher-student ratio to 1:145, training in DEI and SEL supports, and hallway monitors to ensure students have positive interactions.	Survey 1st priority results: 26.1% Social-emotional supports and services. Comments include more training for staff to incorporate SEL language in curriculum and programs for students focusing on social emotional skills at all levels.	632,500
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Teacher assistants will provide differentiation, small group instruction, and set behavioral and learning targets for students with special learning needs reducing the teacher-student ratio in those classes.	Community voiced concerns over special education class sizes. If there was additional support for the teacher, smaller groups, differentiation, and services would be better addressed, especially at a young age.	1,035,000

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 (\$)
Operating Schools- Improving buildings and grounds infrastructure, including safety measures	School Resource Officer and ensuring safety in transportation and infrastructure. Additional driver for smaller bus runs, mechanical materials to keep transportation issues at a	Survey 10.4% chose Improving building and grounds infrastructure, including safety measures as their top priority. Public comments focus on making our school as safe as possible	238,000

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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 (\$)
	minimum, and an account clerk to track budgets.	and to provide a safety officer, or school resource officer.	

**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)**

A public forum was held on the 2022-2023 budget. Factors impacting the school budget, federal stimulus aid, state revenue projections, and foundation aid were reviewed. Projected revenues and expenses were provided, as well as, budget requests. A public survey was also distributed requesting feedback on priorities.

Based on public survey, the top three 1st priority results are: 41.7% Academic supports and interventions, 26.1% Social-emotional supports, and 13.9% Curriculum-aligned enrichment activities. The top three 2nd priority results are: 27.8% Social-emotional supports, and 20.0% Academic supports and interventions, and 19.1% Curriculum-aligned enrichment activities. The top three 3rd priority results are: 18.3% Educational technology, 16.5% Academic supports and interventions, and 14.8% Curriculum-aligned enrichment activities. The following categories and percentage of comment responses are as follows:

- 28.7% Enrichment
- 18.52% Safety
- 12.96% Social-emotional supports
- 12.96% Academic supports
- 8.33% Students with disabilities (instruction and referrals)
- 6.48% Class sizes
- 5.56% Family supports
- 3.7% Finance
- 2.78% Staffing

Comments focused on providing enrichment opportunities to include more field trips, learning games, STEM activities, arts and music, career exploration, hands-on and project-based learning, honors classes, and summer and after school programming. Also, providing interventions by reducing class size, small group instruction, teacher collaboration, and adapting to learning styles. Other suggestions focused on safety to include safety guards, discipline methods, and behavioral supports. Comments on social-emotional needs to include counseling and connections in the community, SEL curriculum, DEI and training for staff. Services for students with a disability include early intervention, support, programming, and smaller class sizes.

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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.**

Based on public survey, the top three 1st priority results are the following: 41.7% Academic supports and interventions, 26.1% Social-emotional supports and services, and 13.9% Curriculum-aligned enrichment activities. The top three 2nd priority results are: 27.8% Social-emotional supports and services, and 20.0% Academic supports and interventions, and 19.1% Curriculum aligned enrichment activities. The top three 3rd priority results are: 18.3% Purchasing educational technology, 16.5% Academic supports and interventions, and 14.8% Curriculum aligned enrichment activities. Further analysis averaging the categories for the top three priorities are 26.1% Academic supports and interventions, 22.0% Social-emotional supports and services, and 15.9% Curriculum-aligned enrichment activities.

Comments and recommendations focused primarily on providing enrichment opportunities to include more field trips, learning games, STEM activities, intramural sports, arts and music, school newspaper, career exploration, hands-on and project-based learning, technical electives, honors classes, and summer and after school programming. Providing additional academic interventions at the early grades by reducing class size, small group instruction, teacher collaboration, and adapting to learning styles. Other suggestions focused on safety to include safety guards, clean air exchange, creative discipline methods, behavioral supports, and DARE programming. Also comments on social-emotional needs of students to include counseling supports at school and connected in the community, SEL curriculum, DEI, executive functioning skills, and training for staff. Services for students with a disability include early intervention programming, aide support, programming options, and smaller class sizes.

**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 (# : #)
Goal- Operating schools and meeting the needs of students: Teaching staff positions will support student learning, providing enrichment opportunities within classrooms with engagement strategies and hands-on learning. <ul style="list-style-type: none"> <li>• Two librarians</li> <li>• Technology teacher</li> <li>• Art teacher</li> <li>• Business teacher</li> <li>• Music teacher</li> <li>• English teacher</li> <li>• Science teacher</li> <li>• Elementary teachers</li> </ul>	1:16
Goal- 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"> <li>• Twelve Teacher Assistants to work with small groups on differentiation, support instruction, and behavioral supports to support learning loss.</li> <li>• Two reading teachers to allow smaller AIS classes and tiered supports.</li> <li>• One math interventionist to work with students struggling with math concepts and skills allowing for small group remediation.</li> <li>• AIS Director will oversee all academic intervention services, meet with data teams to determine student needs, and assist with student benchmarking and progress monitoring.</li> <li>• Jr. High Reenvision Program for special needs students to work on cnosultant, co-teaching within the classroom differentiating instruction, and student engagement strategies.</li> <li>• Curriculum Associates professional development on student benchmarking training to assess students' academic progress, as well as, determine learning loss in skill subsets.</li> </ul>	1:16

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"> <li>Professional development with Center for Leadership in Education (ICLE), Tera Gall, on priority standards, alignment, engagement, equity, and rigor.</li> <li>AIS and differentiation workshops with Jim Wright to assess and meet students' learning needs.</li> </ul>	
<p>Goal- Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs:</p> <ul style="list-style-type: none"> <li>Social workers to work with students, staff and families on attendance, social-emotional trauma and mental health. Referrals will be made to outside agencies when needed to support families.</li> <li>School counselor will work with staff, students, and families on social-emotional and academic needs.</li> <li>Holistic Life Foundation of Akwesasne- for bridging academics, stress reduction and mindfulness to students to lessen trauma and build social-emotional skills.</li> </ul>	1:16
<p>Goal- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs:</p> <ul style="list-style-type: none"> <li>Summer enrichment program for hands-on and cooperative learning, student engagement and increasing social-emotional skills.</li> <li>After school enrichment programming to provide enrichment activities building students' social, emotional, and academic skills.</li> </ul>	1:16

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>Operating schools and meeting the needs of students: Teaching staff positions will support student learning, providing enrichment opportunities within classrooms with engagement strategies and hands-on learning (\$1,053,733).</p> <ul style="list-style-type: none"> <li>Two librarians</li> <li>Technology teacher</li> <li>Art teacher</li> <li>Business teacher</li> <li>Music teacher</li> <li>English teacher</li> <li>Science teacher</li> <li>Elementary teachers</li> </ul>	1,053,733
<p>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:</p> <ul style="list-style-type: none"> <li>AIS Staff (\$956,857)</li> </ul> <p>Twelve Teacher Assistants to work with small groups on differentiation, support instruction, and behavioral supports to support learning loss.</p> <p>Two reading teachers to allow smaller AIS classes and tiered supports.</p> <p>AIS Director will oversee all academic intervention services, meet with data teams to determine student needs, and assist with student benchmarking and progress monitoring.</p> <ul style="list-style-type: none"> <li>Professional development with Center for Leadership in Education (ICLE), Tera Gall, on priority standards, alignment, engagement, equity, and rigor (\$13,184).</li> <li>AIS and differentiation workshops with Jim Wright to assess and meet students' learning needs (\$750).</li> </ul>	970,791
<p>Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs:</p>	187,476

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> <li>Social workers and school counselor to work with students, staff and families on academics, attendance, social-emotional trauma and mental health. Referrals will be made to outside agencies when needed to support families (\$168,032).</li> <li>Holistic Life Foundation of Akwesasne- for bridging academics, stress reduction and mindfulness to students to lessen trauma and build social-emotional skills (\$19,444).</li> </ul>	
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs: <ul style="list-style-type: none"> <li>After school enrichment programming to provide enrichment activities building students' social, emotional, and academic skills (\$35,005).</li> </ul>	35,005

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.	1,053,733	1,597,250	1,443,000
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.	970,791	1,278,502	1,221,015
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	187,476	232,978	232,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	35,005	256,985	236,510
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>2,247,005</b>	<b>3,365,715</b>	<b>3,132,525</b>

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

Not Applicable.