

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	0
Reducing class sizes	Board of Education Policy #8470 identifies class size goals within the following grade spans: Kindergarten: 18 - 22 Grades 1st - 3rd: 21 - 24 Grades 4th - 5th: 23 - 27 Grades 6th - 12th: 25 - 30 10.0 FTE Teaching positions were added to the 2022-23 budget to reduce class sizes within the Board of Education policy ranges. In addition, eight (8) modular classrooms were added to the 2022-23 budget to provide those additional teaching positions with adequate spaces from which to deliver instruction.	The 2022-23 budget was presented to the community on the following dates: 2/1/2022, 2/15/2022, 3/8/2022, 3/22/2022, 4/5/2022, 4/19/2022. In addition, the District's Finance Committee met on 2/15/2022 and 6/7/2022. Feedback was requested after each presentation, and the general consensus was that the community was in support of these staffing additions, as evidenced by majority voter support of the District's 2022-23 budget.	2904829
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	NYS Education Law 3204 and Part 154-2.3d(2) Regulations contain standards for educational services provided to ELL students, one of which requires that a district must implement a bilingual education program in those grades where there are 20 or more ELL students with the same home language. Brewster has surpassed that benchmark in 11 of 13 grades (including Kindergarten), with several grades requiring multiple bilingual sections. It is anticipated that within the next few years, that benchmark will be reached in every grade level and multiple bilingual sections will be required within certain grades. 2.0 FTE Bilingual Teachers and 0.5 FTE ENL Specialist positions were added to the 2022-23 budget to address these mandates.	The 2022-23 budget was presented to the community on the following dates: 2/1/2022, 2/15/2022, 3/8/2022, 3/22/2022, 4/5/2022, 4/19/2022. In addition, the District's Finance Committee met on 2/15/2022 and 6/7/2022. Feedback was requested after each presentation, and the general consensus was that the community was in support of these staffing additions, as evidenced by majority voter support of the District's 2022-23 budget.	242900

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add

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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.)

- 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)**

For the past several years, community forums were held to solicit feedback from parents, teachers, and other stakeholders to identify the most pressing issues facing the District and opportunities for improvement. The most recent community forums were held on 2/6/2020, 6/25/2020, paused for 2020-21, then resumed on 10/28/2021 and 6/15/2022. One common theme was the desire to reduce class sizes to provide for optimal learning.

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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.**

N/A

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 (# : #)
The majority of ARP-ESSER funding is used for the safe operation of schools by providing for custodial, maintenance and school resource officer staff. To repair the learning loss caused by COVID-19 closures, the District enrolls students in its Stepping Stones program during the Summer months. The purpose of the Stepping Stones program is to do all we can to best support students for a successful transition to the following school year. The academic focus is on the reinforcing of foundational reading, writing, mathematical, and science skills. Further, the welcoming and affirming environment will serve to build student self-efficacy and social skills.	N/A

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 (\$)
The Stepping Stones program began in Summer 2021. As the District continues to assess student performance, it has determined that additional years of the Stepping Stones program would be beneficial to students in Summer 2022 and Summer 2023.	200000

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.	2,300,266	0	0
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.	219,095	200,000	155,971
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	2,519,361	200,000	155,971

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

N/A