

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

Page Last Modified: 06/23/2022

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: 06/23/2022

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: 06/30/2022

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	The District hired additional academic intervention specialist to further help those students who are struggling. We are continuing to refine the RTI process. This includes shifting the day of academic intervention specialist so they can meet with students before or after the school day. This allows students to be pulled less from the regular school day and also for the District to provide more services. The District is holding summer school this year. Although a great majority of the money is coming from federal funds, some of the funding will also come from foundation aid as well. The District has also increased pathways to graduation at the High school. This includes the addition of a technology teacher to teach more engineering course.	The community is in support of providing the services needed for each students. The District is also known for its music program and by flexing the AIS providers schedule and providing services before school, students can also participate in the music program without missing other academic subjects.	246256
Reducing class sizes	The District goal is to maintain staffing levels that were increased during Covid19. The District has tried to keep K-2 classes around 20 students and the Grades 3-6 to 25. Compared to 8 years ago with similar enrollment- The District has 8 more sections at the K-4 level but approximately the same enrollment	The community is in support of smaller class sizes so all students receive more individualized instruction.	1460729
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The District has purchased several data tools as well as assessments to better understand the students needs who are not meeting the standards. This includes NWEA for our middle school students. We have added a Math lab and literacy lab at our middle school to provide even more instruction in these critical areas. We have also purchased classroom libraries to further the literacy skills of our students. We also purchased the same math textbook series for all of our K-8 students. This will help with consistency and alignment to the NYS standards.	The community has been very supportive of the changes to meet the new learning standards from NYS. When we have events that showcase student work, like the STEAM Fair, there are huge turnouts and parents express how much they appreciate all that the District is doing.	312766

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/30/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Addressing student social-emotional health	The District has a robust mental health department that it is well supported. To further help with this, the District is also hiring an additional speech and language teacher. This will help our students further express their needs and make sure they are understood.	The community appreciates that we do have school psychologists and school counselors in each of our buildings that are not shared. This allows the district to provide consistent help to our students.	200000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District hired a special education director on top of a PPS director to better oversee this important department. The District also has 4 ENL providers for the 49 ENL students it has districtwide. The District has moved its homeless coordinator to the District office to help coordinate this office with other departments. The District has also hosted a migrant summer camp every year for free to provide year long educational opportunities for this population.	We collaborate with a community organization called the Alamo on the migrant summer camp. We also have formed a special education PTA to help us hear the concerns with this population.	350000

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)

The District held several board meetings and work sessions. leading up to the budget vote. Each board meeting gave the public time to comment on the budget and see where the money was being allocated. The budget process was discussed also on a weekly radio show that is hosted by the superintendent. Several articles were written in Warwick's two local newspapers. Feedback from the community was garnered throughout the process. At board of education meetings, community members commented that they would like more mental health supports.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022

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.

We hosted several work sessions on our plan and provided Web site updates for our public. The Superintendent has detailed the plan on his weekly radio show that is broadcasted throughout Orange County. We have also posted our plan on the District's Web site

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 District was allocated \$2,569,751 for ARP-ESSER. The District goals for the program are: <ul style="list-style-type: none"> • Safely retrun students to in-person instruction • Maximize in-person instructional time • Operating Schools and meeting the needs of students • Addressing the impact of the COVID19 pandemic on students • Implementing evidence-based strategies to meet students' social, emotional and menthal health and academic needs • Offering evidence-based summer school, after school and other extended learning and enrichment programs • Supporting early childhood education. • Student and Staff safety 	19::1

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 (\$)
We have added several courses to further help our students. Below are some examples: Green: The electric car- The course will allow students to make an electric car and understand all that it takes to get it up and running. This is an engineering course and will have also a brand new classroom. Literacy Lab- This is an intensive ELA class that instead of middle school students having a study hall, it allows them to get an extra period of English Math lab-This is an intensive Math class that instead of middle school students having a study hall, it allows them to get an extra period of math Marketing in Partnership with SUNY Albany- We are expanding our business department to provide more opportunities to students who may be interested in business as a career.	75000

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.	35,615	440,000	1,064,645
Maximizing in-person instruction time.			

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
	0	0	0
Operating schools and meeting the needs of students.	0	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.	59,809	113,748	112,005
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	9,482	49,070	41,450
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	329,491	167,044	147,392
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	434,397	769,862	1,365,492

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

(No Response)