

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	Goals: improve equitable access by providing supplies for all elementary students; professional learning for staff on CR-SE through a partnership with Metro Center for Innovation and Equity; provide funds to support curriculum updates using CRSE scorecard; increase recruiting to diversity staff; subscribe to 5 Labs data analysis software to analyze student academic progress, absenteeism, discipline, and SEL screener data	Community based survey results showed concerns about inequitable access to opportunities for some groups of students, the need for professional development on CRSE, concerns about the curriculum not reflective of student population, disproportionate number of white staff does not reflect student body, and the need for systemic use of disaggregated data to make more informed decisions	282000
Reducing class sizes	NA	NA	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Increase availability of school psychologists in the district to support special education; schedule an additional bus run for middle school students so additional supports are available after school;	The community has expressed concern about the ability of current school psychologist staffing to meet the growing needs of students; community and staff are looking to create after school programming for middle school students	120000
Addressing student social-emotional health	Goal: support students with social, emotional, or medical needs by creating a virtual learning academy; adding a promise zone educational specialist trained in trauma informed practices and restorative practices to each building, and a hall monitor	Community demand that this option be available for those students unable to attend in-person school; feedback from community and students shows that additional trusted adults within each building are necessary to support students in need	295000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Goal: provide additional resources to support early literacy for students with disabilities	This need has emerged through meetings of CSE and CPSE	25000

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 (\$)
Technology	Update network infrastructure, add additional end user devices for	Community and staff expressed concerns about bandwidth, wifi,	250,000

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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 (\$)
	students, and tech support	availability of devices	
Communication	Increase family and community engagement through the addition of communication support and Parent Square	An area of focus that emerged data used to write the strategic plan	37,000
(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)

We use ThoughtExchange to gather ideas and feedback from our community and staff on a variety of issues throughout the year. Information collected this year via ThoughtExchange fell into themes such as COVID-19, communication, curriculum, DEI, SEL and mental health, safety, successful return to school, and transportation. Examples of thoughts from some major themes are listed below:

DEI: *Students of color are not appropriately supported in social studies classes, where the curriculum is more harmful to them than to white students, We have had excellent and diverse reading options presented to our children by the school librarian. With a lack of diversity in staff and students, it's incredibly important to present wide ranging and varying reading material*

curriculum: *Make sure ALL teachers are UPDATING THEIR CURRICULUM to include diverse literature, balanced history and incredible books like STAMPED. It's great to hear about upgrades, but too many are doing the same old, lazy, outdated, eurocentric, culturally destructive, brain-numbing stuff!, Despite some truly excellent teachers, cutting edge universal design for learning still appears out of reach of our District: inclusion at all levels. It's a basic civil right, one too long denied. Our District educators could be leading by example, some are, others still don't see it as their job., Want to learn more about new ELA curriculum and appreciate that the district in incorporating insights and data from the field of education. Disappointed when teachers teach the same material because "that's the way it has always been done." I am a teacher, this is not how education works.*

mental health/SEL: *Some families would like to have a "wellness" day off at list every two weeks for kids at JDMS. Some are still missing remote option that was not offe red. Long school days, home work, tests every day-some days 3 tests in different classes. Pressure is taking toll on our kids. They are not happy., School started at full speed and continues with the full amount of work. It very stressful and overwhelming. We've gone from zero to 60 without an on ramp. It is too much stress and too much work for these kids who have had a laid back two years.*

communication: *Communication from teachers Always uneven - some teams at JDMS send regularly updates, schedules, and ways for families to support students. Others - crickets., School did a good job for sending out email and asking for feedback It creates an open communication between school and families., Communication from the school To keep parents informed, Communication from district to parents is still a work in progress . The website is cumbersome and. The kids are stil used as conduits for information I hear that we want parents involved , make it easier then, the majority of us are not home and need better communication to help our kids and school*

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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.

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2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

The District provided presentations to the Board of Education at public meetings on June 7, 2021 and August 23, 2021. The District utilized the ThoughtExchange in June 2021 to gather public input on priorities to utilize these funds. Information collected via the ThoughtExchange and at public meetings were used to create a spending plan.

At the June 7, 2021 Board of Education meeting, the district presented preliminary information about allocation amounts and the process to access these funds. From June 26-July 2, 2021, the district launched a ThoughtExchange to gather information from the public regarding priorities for how these monies were to be used. This public engagement initiative was sent to all stakeholders and community members via the district's communication tool, SchoolMessenger and a link to the exchange is on the district's website, as well. Information provided via the thoughtexchange were used to inform decision making on spending. Updates will be provided to the board of education on the use of these funds and similar ThoughtExchanges will be used throughout the implementation of the plan to assess progress and to make necessary adjustments to the plan.

J-D seeking input on spending federal and state dollars

Jamesville-DeWitt Central School District officials are seeking public input regarding how to use federal stimulus money connected with the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) and the American Rescue Plan (ARP).

The district expects to receive \$2,799,817 as part of the ARP plan, which was implemented earlier this year to help schools safely reopen during the COVID-19 pandemic. The district will also receive \$2,750,230 as part of the CRRSA Act that was signed into law last December.

According to the U.S. Department of Education, these stimulus funds may be used to address the many impacts of COVID-19 on education, and districts must prioritize non-recurring expenses in the following areas:

- safely returning students to in-person instruction;
- maximizing in-person instruction time;
- operating schools and meeting the needs of students;
- purchasing educational technology;
- addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instructional time and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness;
- implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs;
- offering evidence-based summer, afterschool, and other extended learning and enrichment programs; and
- supporting early childhood education.

To help inform the district's ARP-ESSER plan, the district is seeking feedback and input via this ThoughtExchange that will be open through July 2, 2021. Please share as many thoughts as possible, and rate the thoughts of others. You do not need to rate every thought in the exchange. It is appreciated and recommended to rate around 30 over the time the exchange is open. Once finalized, the plan will be posted on the district website and shared directly with families and staff via SchoolMessenger.

Updates have been provided to the Board of Education in public session throughout the 2021-22 school year. Over the course of the 21-22 school year we have used ThoughtExchange to gather ideas and feedback from our community and staff on a variety of issues. Information collected this year via ThoughtExchange fell into themes such as COVID-19, communication, curriculum, DEI, SEL and mental health, safety, successful return to school, and transportation. Examples of thoughts from some major themes are listed below:

DEI: *Students of color are not appropriately supported in social studies classes, where the curriculum is more harmful to them than to white students, We have had excellent and diverse reading options presented to our children by the school librarian. With a lack of diversity in staff and students, it's incredibly important to present wide ranging and varying reading material*

curriculum: *Make sure ALL teachers are UPDATING THEIR CURRICULUM to include diverse literature, balanced history and incredible books like STAMPED. It's great to hear about upgrades, but too many are doing the same old, lazy, outdated, eurocentric, culturally destructive, brain-numbing stuff!, Despite some truly excellent teachers, cutting edge universal design for learning still appears out of reach of our District: inclusion at all levels. It's a basic civil right, one too long denied. Our District educators could be leading by example, some are, others still don't see it as their job., Want to learn more about new ELA curriculum and appreciate that the district in incorporating insights and data from the field of education. Disappointed when teachers teach the same material because "that's the way it has always been done." I am a teacher, this is not how education works.*

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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 (# : #)
Increase graduation rates and eliminate achievement gaps through the implementation of an evidence based reading program for all students in grades K-6, Into Reading.	20:1

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 (\$)
Purchased and implemented a new K-6 ELA resource, Into Reading.	666,384
Purchased and implemented new SEL program, Second Step.	15000

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	915,282
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	10,000	0	0
Purchasing educational technology.	100,000	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.	11,000	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	687,426	322,671	36,750
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	226,086	267,318	239,436
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,034,512	589,989	1,191,468

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

(No Response)