

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

Page Last Modified: 06/10/2022

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: 06/10/2022

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: 06/28/2022

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	Funding will support a range of strategies to focus and accelerate learning, while addressing potential gaps in learning. We will continue to document and prioritize essential learning standards to drive our curriculum, instruction and assessment through the use of the Atlas platform. Teacher teams will provide feedback to identify Essential Standards through the use of a Flashback - Flash Forward protocol and vertical team conversations. We will utilize Summer Grade Level professional Learning Plan Days to communicate the priorities. Updated pacing will be reflected in curriculum maps and prioritized standards will be flagged as well. Teachers are expected to follow the documented scope and sequence of each course/class, while prioritizing essential learning standards.	Feedback reflected that school rigorous expectations an area in need of focus. This priority is reflected in the Investment Plan.	280824
Reducing class sizes	Funding will support a focus on a lower student-teacher ratio for students at the kindergarten, first and second grade levels. The funding will also support learning at targeted grade levels in grades 3-5 and in specific courses of ELA and Math in grades 6-12 to provide a lower student-teacher ratio.	Feedback reflected that perceptions of the adequacy of the schools' resources is higher than the last survey. Reducing class sizes will receive continued priority in the Investment Plan.	954026
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Funding will support summer learning programs for students at the elementary level, grades 6-8 and grades 9-12 to address learner needs at risk of not meeting state learning standards in core academic subjects based on assessments. During the school year, instructional coaches and itinerant learning associates will provide support in strengthening best practices for learning in Tier 1 at the elementary level and after school programs will provide additional support for students in grades 6-12.	Feedback reflected that students learning strategies and supports are an area of priority in the wake of pandemic.. The Investment Plan includes continued supports in this area.	208504

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/28/2022

	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's school counseling plan addresses that universal, secondary and tertiary interventions are in place. Universal interventions are designed to support the social emotional well being of all students and adults. Use of the district wide PBIS (Positive Behavior Interventions and Support) framework allows us to create a behavior matrix that teaches expectations for an array of learning models. At all levels, an evidenced based best practice curriculum focuses on the core SEL competencies of self awareness, self-management, social awareness, relationship skills and responsible decision making. Implementation of the plan addresses that these practices are culturally and linguistically responsive to our student and family population.	Feedback reflected that student social-emotional health is a major priority area in the wake of the pandemic. The Investment Plan includes continued support for several initiatives in this area.	125176
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The East Syracuse Minoa Central School District will continue to provide a Free Appropriate Public Education (FAPE) for all special education students. All accommodations, modifications, supplementary aides, services and technology needs included in a student's IEP will be reviewed and discussed by the case manager, general education teacher(s) and parent to determine the appropriate accommodations, modifications, supplementary aides, services and technology for the student will need based on their unique needs.	Feedback reflected that favorable views of the district's strategies to educate all students, including ELL's, students with disability, and students experiencing homelessness, has increased since the last survey. The Investment Plan reflects continued investments in these areas.	1277638

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)

State Budget Reporting and Foundation Aid Survey - Budget ReportingUse of Foundation Aid Increase

Page Last Modified: 06/28/2022

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 districtwide survey was conducted in May 2022 with teachers, students, parents and guardians, administrators and instructional staff to provide an opportunity for input and feedback into the ESM Strategic Plan and to provide further data in the analysis of needs for the District's Foundation Aid Increase Investment Plan.

Survey feedback included responses in the following topic areas:

- Diversity and Inclusion
- Educating All Students
- Family Engagement
- Professional Learning
- School Resources
- School Climate
- School Learning Strategies and Behaviors
- School Safety
- School Belonging
- Social-Emotional Well-Being
- Staff-Family Relationships, Teacher-Student Relationships, and Family Engagement
- Teaching Efficacy
- Employee Feedback and Coaching
- School Rigorous Expectations

The survey data was reviewed by the ESM's Strategic Action Leadership Team (SALT), which is comprised of administrators and teachers from all district buildings and departments. SALT used the survey data to inform priorities for 2022-23 including the priorities contained within the Foundation Aid Investment Plan.

The draft Foundation Aid Increase Investment Plan was reviewed by PreK-12 administrators; the Education Program Communication Committee (EPCC), a group of teacher leaders from each school in the district; and the Parent-Administrator Leadership Team which is comprised of parent leaders from each building. A Public Hearing was conducted on May 9, 2022 for feedback on the District's proposed budget, and a Public Hearing on the Draft Foundation Aid Increase Investment Plan was held on June 13, 2022 for districtwide stakeholder input and feedback.

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.

A districtwide survey was conducted in May 2022 with teachers, students, parents and guardians, administrators and instructional staff to provide an opportunity for input and feedback into the ESM Strategic Plan and to provide further data in the analysis of needs for the District's ESSER ARP Federal Grant Investment Plan.

Survey feedback included responses in the following topic areas:

- Diversity and Inclusion
- Educating All Students
- Family Engagement
- Professional Learning
- School Resources
- School Climate
- School Learning Strategies and Behaviors
- School Safety
- School Belonging
- Social-Emotional Well-Being
- Staff-Family Relationships, Teacher-Student Relationships, and Family Engagement
- Teaching Efficacy
- Employee Feedback and Coaching
- School Rigorous Expectations

The survey data was reviewed by the ESM's Strategic Action Leadership Team (SALT), which is comprised of administrators and teachers from all district buildings and departments. SALT used the survey data to inform priorities for 2022-23 including the priorities contained within the ESSER ARP Federal Grant Investment Plan.

The draft ESSER ARP Federal Grant Investment Plan was reviewed by PreK-12 administrators; the Education Program Communication Committee (EPCC), a group of teacher leaders from each school in the district; and the Parent-Administrator Leadership Team which is comprised of parent leaders from each building. A Public Hearing on the ESSER ARP Federal Grant Investment Plan was held on June 13, 2022 for districtwide stakeholder input and feedback.

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 (# : #)
During the school year, 6.0 FTE Instructional Coaches will provide support in strengthening best practices for learning in all school buildings.	500:1
Funds will be used to pay for 11.0 FTE Itinerant Learning Associate positions that will assist with the acceleration of student learning and will facilitate on-going student support throughout each school day. In addition, the positions will provide consistent staff coverage and substitute teaching for professional development during the day in coordination with Instructional Coaches and Instructional Specialists to address the impact of virtual learning, hybrid learning and disrupted learning models due to COVID-19.	273:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Summer School Programming K-12	67730
Afterschool Programming	74434
Instructional Coaches	550870
Instructional supplies, materials, technology and curriculum investments.	155333
Purchased services for mental health partnerships, professional development, training and software.	286000

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.	325,000	73,437	73,437
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.	703,078	602,366	602,366
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	482,613	770,121	770,122
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	128,535	159,035	159,035
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,639,226	1,604,959	1,604,960

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

(No Response)