

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	District goals are to purchase supplies and materials to provide targeted support for instructional programs either in-person or remote, which will address students' academic needs and help eliminate the achievement gap.	We gathered input at our Board of Education meeting on June 23, 2022. Since that time our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through informal meetings with all stakeholders including community members, faculty, and Board members. As substantive revisions are made to the plan, we will formally solicit public comment.	136350
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	District goals are to provide professional development opportunities for teachers and staff to enable them to provide academic and social emotional support to students who may be struggling or who are identified as at-risk for not meeting state standards including students with disabilities, English language learners, and students experiencing homelessness.	We gathered input at our Board of Education meeting on June 23, 2022. Since that time our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through informal meetings with all stakeholders including community members, faculty, and Board members. As substantive revisions are made to the plan, we will formally solicit public comment.	318167
Addressing student social-emotional health	District goals are to prepare students to be proactive, make good decisions, manage emotions, set their own goals, and develop effective communication skills through the use of our K-12 mental health program Leader in Me	We gathered input at our Board of Education meeting on June 23, 2022. Since that time our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through informal meetings with all stakeholders including community members, faculty, and Board members. As substantive revisions are made to the plan, we will formally solicit public comment.	15000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	N/A	0

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.

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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 (\$)
(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)**

We gathered input at our Board of Education meeting on June 23, 2022. Since that time our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through informal meetings with all stakeholders including community members, faculty, and Board members. As substantive revisions are made to the plan, we will formally solicit public comment.

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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.

We gathered input at our Board of Education meeting on June 23, 2022. Since that time our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through informal meetings with all stakeholders including community members, faculty, and Board members. As substantive revisions are made to the plan, we will formally solicit public comment.

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 program goals for our summer AIS program which is partially supported by ARP-ESSER funding are as follows: <ul style="list-style-type: none"> • Ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments." This program is aligned with the goals of the district strategic plan. 	10:1
The program goals for our extended school year (ESY) program which is partially supported by ARP-ESSER funding are as follows (note there are multiple pupil teacher ratios for this program including 8:1:2, 8:1:3, 12:1:1, and 15:1:1): <ol style="list-style-type: none"> 1. Students will participate in ESY on a daily basis for 6 weeks so they maintain the current abilities socially, emotionally, academically and behaviorally. 2. Students use newly acquired social skills with new peers during the ESY program. 3. Students with behavior intervention plans continue to progress with minimizing negative behaviors while increasing socially appropriate behaviors. 	10:1
The program goals for our afterschool homework program which is partially supported by ARP-ESSER funding are as follows: <ul style="list-style-type: none"> • Closing achievement gap by supplementing core instruction with targeted assistance • Provide strategies to students to complete assignments with increasingly greater levels of independence 	10:1

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
During the current year, the District implemented a K-12 mental health program, Leader in Me, to address students' social, emotional, and mental health needs. The program will prepare students to be proactive and make good decisions by leading themselves and others while enabling students to recognize and manage emotions, set goals, and develop effective communication skills.	60075
During the current year, the District supplemented a portion of the costs incurred in operating its existing summer school program which addresses the academic needs of all students affected by the pandemic including students with disabilities and English language learners.	6900
During the current school year, the District supplemented a portion of the costs incurred in operating its existing afterschool program for English language learners.	6900

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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.	36,786	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	73,772	84,742	53,742
Purchasing educational technology.	13,843	8,000	6,000
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.	0	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	60,075	258,575	60,075
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	13,800	13,820	13,820
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	198,276	365,137	133,637

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

(No Response)