

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	Graduation rate was not identified as a goal since currently over 96%.	Rate is already highly successful and support is provided through the general budget, not additional funding.	0
Reducing class sizes	Class size ratio already within community targets.	Taskforce and community noted that class size was a priority through regular budget and not a proper use of Foundation Aid increase.	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Increase reading and speech staffing at elementary and secondary levels. Continued use of the expansion of the 1:1 tablet program and associated software to measure student progress with Fastbridge assessment suite, Castle Learning, Fountas and Pinnell Benchmarks and other software programs.	Reopening Task Force that involved all stakeholder groups prioritized student learning loss due to COVID-19. Goal was operationalized through Technology Committee that includes all stakeholder groups. Findings regularly shared with PTA Curriculum Committee and at Board of Education meetings where public comment was sought.	800000
Addressing student social-emotional health	Providing additional staffing in psychological and social work services and investment in SEL-aligned texts. To be annually assessed through BOCES Climate Survey.	Reopening Task Force that involved all stakeholder groups prioritized student learning gaps. Goal was operationalized through SEL Committee that includes all stakeholder groups. Finding were regularly shared with PTA Curriculum Committee and at Board of Education meetings where public comment was sought.	950000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Providing additional staffing in Special Education and TESOL as well continuing to support teachers who achieve ENL certification extension. Students success monitored through Pearson Special Education assessments. ENL students monitored through Fastbridge suite, Foutas and Pinnell benchmarks, Castle Learning, and other software programs.	Reopening Task Force that involved all stakeholder groups prioritized student learning gaps. Goal was operationalized through DEI Committee that includes all stakeholder groups. Findings were regularly shared with PTA Curriculum Committee and at Board of Education meetings where public comment was sought.	950000

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.)

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)**

Primary mechanism for input was the 5 Phase Reopening Taskforce consisting of students, parents, teachers, administrators, and other staff members that selected the following major goals: Meeting Academic, Social, and Emotional Needs of Students, Mental Health Support, Operational Continuity. The work of the Reopening Committee continues through three standing committees: Social Emotional Learning Committee (SEL), Diversity, Equity, and Inclusion Committee (DEI), and the Technology Committee. Regular reports from the Reopening Committee and Standing Committees are regularly discussed at Faculty meetings, PTA meetings, and a standing agenda item at Board of Education meetings where they are shared with the larger community for comment. All plans posted on the district website with email address for public to share comments, questions, or concerns. There is a formal annual update through the mechanism of a public hearing at a Board of Education meeting.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

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.

Primary mechanism for input was the 5 Phase Reopening Taskforce consisting of students, parents, teachers, administrators, and other staff members that selected the following major goals: Meeting Academic, Social, and Emotional Needs of Students, Mental Health Support, Operational Continuity. The work of the Reopening Committee continues through three standing committees: Social Emotional Learning Committee (SEL); Diversity, Equity, and Inclusion Committee (DEI); and the Technology Committee. Regular reports from the Reopening Committee and Standing Committees are regularly discussed at Faculty meetings, PTA meetings, and a standing agenda item at Board of Education meetings where they are shared with the larger community for comment. All plans posted on the district website with email address for public to share comments, questions, or concerns. There is a formal annual update through the mechanism of a public hearing at a Board of Education meeting.

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 pupil support staffing ratio to provide for emotional and mental health interventions.	80:1
Provide for integration of social-emotional learning through curriculum resources.	9:1
Provide summer enrichment, and high dosage tutoring to provide for learning loss due to COVID-19 crisis	5:1

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 (\$)
Increase pupil support to address social emotional and mental health needs due to COVID-19 crisis	675,000
Provide expanded curriculum enhancement to address social-emotional learning	493,230
Provide summer enrichment and high dosage tutoring to address learning loss due to COVID-19 crisis	244,669

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.	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,	0	183,227	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
English language learners, and students experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	285,469	410,075	113,424
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	79,882	100,002	100,002
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	365,351	693,304	213,426

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

(No Response)