

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

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Page Last Modified: 06/16/2022

**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

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Page Last Modified: 06/16/2022

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: 06/17/2022

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 additional foundation aid will enable the district to help eliminate the achievement gap. The district budget includes: 1. During the 2020-21 school year, the district refined the MTSS process to monitor and analyze student performance data to provide targeted supports in the area of reading and mathematics. In the 2022-23 school year it will be expanded to behavior. 2. Additional data collecting and analysis measures and services to identify target areas for remedial and enrichment instruction (i.e., NWEA, Achieve 3000). 3. Instructional technology tools to support struggling learners, to provide for multiple pathways to learning, and support students with additional cognitive, developmental, and academic resources, applications, and devices for use at school and at home. (i.e., Chromebook replacement and applications).	Parents expressed a desire for the district to use a multi-tiered approach for student data analysis which aligns with the state standards. Teachers are confident the NWEA and other diagnostic tools are a valuable resource in evaluating and assessing student performance. Parents, teachers and administrators provided feedback on technology and use in the classroom. The uniformity of the 1:1 device is imperative to ensure all students have the same classroom experience.	145300
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	The additional foundation aid will enable the district to provide support to students who are not meeting and or at risk of not meeting the state learning standards in core academic subjects through a variety of means. The district budget includes: 1. Allocations for new math academic resources for students in grades K-2 as well as materials to pilot new resources in grades 3-5. The allocation also provides for intensive professional development for teachers aimed at addressing closing instructional deficits, and targeted, focused, academic interventions. 2. The district will be analyzing the writing curriculum to strengthen our program through targeted professional development and other resources.	The district formed a committee to analyze math resources for use in the classroom. The committee included parents, teachers, special education educators and other subject matter experts. Feedback was that math materials must foster broad thinking and problem-solving development. Feedback on professional development support was positive from community and staff.	237000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/17/2022

	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 additional foundation aid enabled the district to direct more resources toward addressing student social-emotional health. The district budget includes: 1. During the 2020-21 school year, we added a partnership with Northwell to address ongoing mental health needs. For the 2022-23 school year, we will be continuing these services. These supports include expedited psychiatric evaluations for students and families in a friendly clinic atmosphere, provide extended clinical resources to families and school, as well as provide individual counseling services. 2. Social emotional screener was purchased for all high school students and students on transitional grade levels. 3. Funds will also be used to support increased clubs on the elementary level in grades 2-5. These are based on student interest and help foster positive interactions between students with likeminded interests.	Feedback from staff and clinicians has been excellent. They share that the facility and services are friendly, inviting, professional and well received by our students. Feedback from parents on SE screener has been positive since this was a direct response to their request. Students appreciate that we consider their mental health and staff finds it valuable information. Parents and students provided feedback that the additional club opportunities are well received. Very positive supports for our students.	152850
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The additional foundation aid will enable the district to provide additional resources to special education students. The district budget includes: 1. This aid allows the district to expand our continuum of services to special education students. 2. Assistant Director of PPS moved to a 12-month employee. This allows for the assistant director to work over the summer which will provide better coordination for the upcoming school year. This is a valuable resource for parents as they plan to transition their child to the next school year.	Providing adequate resources to students with disabilities. The additional foundation aid will enable the district to provide additional resources to special education students. The district budget includes: 1. This aid allows the district to expand our continuum of services to special education students. 2. Assistant Director of PPS moved to a 12-month employee. This allows for the assistant director to work over the summer which will provide better coordination for the upcoming school year. This is a valuable resource for parents as they plan to transition their child to the next school year. Parents, staff and teachers comment that our increased staffing with administrative support, psychologists and other clinicians has been invaluable to student success.	149713

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.

**State Budget Reporting and Foundation Aid Survey - Budget Reporting**

Use of Foundation Aid Increase

Page Last Modified: 06/17/2022

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 provided multiple public presentations on March 8, 2022, March 22, 2022, April 11, 2022 and May 11, 2022. Feedback included:

- Analyze student performance using multi-tiered approach and data.
- Provide supports at the earliest grades in the area of speech and OT. These children experienced preschool differently than what was done in the past so they wanted additional supports.
- Provide opportunities for all students, including special education and ENL, to explore their interest.
- Provide supports for social emotional and mental health,

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/17/2022

**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.

**1a. Please provide a summary of those changes and the need informing those changes.**

- Decreased the funding for air conditioners
- Decreased the projection for summer school
- Increased funding for before/after school support
- Added a literacy coach
- Decreased instructional technology
- Decreased ENL workshops

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

Feedback from the public was positive for the revised plan, but parents requested that we add funding for an in-person summer program. In response to this request the district will run an in-person summer program for students in grades K-5 receiving tier 3 supports.

**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 (# : #)
Summer program is projected to have a 10:1 student/teacher ratio. During the school year we will maintain classes at or under class size guidelines with additional supports as described in our plan.	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 (\$)
The district will be providing the following programs in the upcoming school year: <ul style="list-style-type: none"> <li>• In-person summer program</li> <li>• Summer skills building program- asynchronous</li> <li>• Additional airconditioners</li> <li>• Speech services grades K-1</li> <li>• OT services grades K-1</li> <li>• Literacy coach grades 2-8</li> </ul>	302500

**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.	94,537	33,500	0
Purchasing educational technology.	0	0	9,281

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/17/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
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	245,000	145,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	120,828	24,000	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>215,365</b>	<b>302,500</b>	<b>154,281</b>

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

(No Response)