

**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	Providing additional support to MS and HS students who continue to show academic deficits; Adding 3 academic positions to support students who would otherwise be placed in study hall; Provide additional support for up to 50 students.	The community expressed a desire for students who continue to struggle to receive direct intervention rather than remain in non-subject specific study halls.	292500
Reducing class sizes	Adding an AIS instructor to the elementary building to allow for smaller reading groups; Ensure reading groups are no larger than 5 students of comparable ability; Reduce group size from 7 or 8 students to no more than 5 in intervention groups.	Some parents and teachers expressed the need for smaller and better aligned intervention groups to overcome academic deficits.	67500
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Adding a secondary science teacher to allow for additional sections for students in need to smaller sections and additional instruction; Ensure all students in need of support are able to receive it; To reduce section sized from, 20:1 to 15:1 or smaller.	Teachers and parents expressed the need to support students who struggle with secondary science subjects, a concern that predated the pandemic but has been exacerbated by it.	120000
Addressing student social-emotional health	Adding an administrative position to coordinate SEL, Restorative Practice and DASA issues; Provide students and parents with a core individual who could be reached to coordinate programs and efforts; Reduce burden on parents having to navigate through multiple administrators and service providers and provide one contact who could facilitate and expediate services.	Parents and teachers expressed a lack of a transparent and efficient way of accessing and navigating all the support and intervention services the district has to offer.	112500
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Contracting for a Behavioral Specialist to support teachers in increasing SWD inclusion; Provide teachers with a resource for designing and implementing behavior intervention plans; Go from having no dedicated behavioral resources to a 0.8 FTE Behavioral Specialist.	Teachers expressed the need to address SWD behavior in more constructive ways rather than through the Code of Conduct. Existing district resources either lack the availability or expertise.	120000

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 (\$)
Providing adequate resources to students with disabilities.	Adding SPED staff and programs to support increase in identified students; provide increased district programs for students; Make more programs available for District students	Teachers expressed a concern that following the pandemic it would be challenging to meet the placement and service needs of all identified students with current resources. There was a request for adding programming and services to meet the needs of SWDs.	612,564

**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)**

The District presented the planned Foundation Aid increase spending at a public hearing on April 20 and a public forum on May 10. Public attendance and input was minimal at both events. Teachers were able to provide feedback both at the public forums and directly through email messages, and provided the bulk of the suggestions and requests received. The priorities are reflected in the above spending: The need to address the sharp increase in the number of students with remedial needs, and the need to better support SWD who were already struggling even before the pandemic and the disruptions it caused. There was also a need expressed to better accommodate students with severe needs in district programs as BOCES and private placements have become increasingly scarce as all districts face increasing student needs.

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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.**

This document was posted to the District website in addition to being presented at two public forums. The original plan is available for viewing and comment on the school website with contact information for the superintendent and Director of Business for phone conferences, in-person meetings, and email. The public are also welcome to participate in conversations at board meetings when the item is on the agenda or a public hearing is scheduled. Any changers to the plan will be posted on the school website link.

Using the above venues, media and forums the District received feedback that supported a focus on emotional support and academic support services to offset the impact of lost and disrupted instruction. Teachers endorsed the need for a curriculum facilitator at the elementary level to coordinate the multiple programs and interventions that are being used to address student deficits.

**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 (# : #)
Add six content support specialists (2 at each building) to provide additional instruction and remediation for 2021-2022 and 2022-2023.	15:1
Add an elementary curriculum facilitator to provide support and coordination for teachers and intervention specialists.	500:1
Provide students with emotional, community and family support through the Connected Community Schools program, which includes both in school and at home.	250:1
Add a home-school coordinator to support the PreK-KG transition through the Ready for Kindergarten program.	60:1
Purchase of technology, accessories and networking equipment to support remote instruction when needed, and to facilitate individualized instruction during in-person attendance.	500:1
Purchase of Math and Reading intervention programs to support the needs of elementary students who have identified deficits as a result of lost or interrupted instruction resulting from the pandemic.	120:1
Provide after-school programming for students in need of academic remediation in grades K-8.	85:1
Provide summer school programming for students in grades K-8.	100:1

**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 (\$)
Create 6 academic support positions (2 at each building) to provide intervention and remediation services.	397,797.00
Provide student support programs though Connected Community Schools, Leader in Me, the SEALS program and the Ready 4 Kindergarten program.	346,720.00
Purchase of academic intervention programs.	200,528.00
Adding technology and accessories to support remote and individualized instruction.	389,112.00

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**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.	220,850	220,850	220,850
Purchasing educational technology.	389,112	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.	487,099	480,567	392,883
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	332,084	316,768	149,440
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	66,668	66,668	66,668
Supporting early childhood education.	42,465	54,515	56,645
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>1,538,278</b>	<b>1,139,368</b>	<b>886,486</b>

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

(No Response)