

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	The District will continue to analyze student academic needs and hire additional staff in order to offer improved academic intervention services.	94.4% of district survey respondents "strongly agree" or "agree" that the district should utilize Foundation Aid increases to improve graduation rates and eliminate the achievement gap.	1000000
Reducing class sizes	The District will hire additional staff to reduce class sizes.	95.5% of district survey respondents "strongly agree" or "agree" that the district should utilize Foundation Aid increases to reduce class sizes.	1000000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The District will hire additional staff in order to offer improved academic intervention services for students who are not meeting state learning standards in core academic areas..	97.8% of district survey respondents "strongly agree" or "agree" that the district should utilize Foundation Aid increases to provide additional supports for students who are not meeting state learning standards in core academic areas.	1000000
Addressing student social-emotional health	The District will hire additional staff in order to address students' needs associated with social-emotional health.	94.4% of district survey respondents "strongly agree" or "agree" that the district should utilize Foundation Aid increases to address students' needs associated with social-emotional health.	500000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District will hire additional staff in order to provide additional resources to English Language Learners, students with disabilities, and students experiencing homelessness.	92.1% of district survey respondents "strongly agree" or "agree" that the district should utilize Foundation Aid increases to provide additional resources to English Language Learners, students with disabilities, and students experiencing homelessness.	500000

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)

Use of Foundation Aid Increase (Cont.)

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- 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 conducted a community survey containing a series of multiple choice questions addressing various areas of potential foundation aid expenditure. In addition, the final question allowed respondents to offer open-ended suggestions regarding how to best utilize increases to foundation aid. Many suggestions directly aligned with the district's broad goals to:

- improve graduation rates and eliminate the achievement gap
- reduce class sizes
- provide additional supports for students who are not meeting state learning standards in core academic areas
- address students' needs associated with social-emotional health
- provide additional resources to English Language Learners, students with disabilities, and students experiencing homelessness

Other items were more specific in nature (e.g. additional music instruments, purchase of chairs/desks, teacher training, etc.). Many specific items are not directly included within the plan. However, additional revenue associated with increases to foundation aid will fuel ongoing conversations regarding specific budget lines during the annual budget development process.

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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.

The district surveyed the entire district and community members to get feedback on where they felt the funding should be spent. From those survey results, a plan was developed and posted to the district website for review outlining what the major funding areas would be. The budget was then created to support that plan and implement the programs, staffing, and materials needed.

The major findings from the survey were in the following areas:

- 1) The need for an afterschool program for students
- 2) The need for a summer program for students
- 3) The increase of academic intervention services for students
- 4) SEL supports
- 5) Reduce class sizes
- 6) Increase technology

The committee will meet twice a year to review the progress of the plan and make any necessary changes accordingly. Another survey will be sent out mid-year for additional feedback and comments as well.

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 (# : #)
<p>In addition to addressing the academic gaps in both the after school and summer programs, we will also be providing additional clubs and activities during that time to help meet the social-emotional well being of the students such as a peer mentoring program. Since the majority of our students of a low socio-economic background, this additional funding will be used to address the learning loss of all students in some way, shape or form, especially the additional ENL teachers, technology, and targeted interventions that will be provided.</p> <p>Since the majority of our students are of low socio-economic background, we will also be tracking student attendance and putting procedures/processes in place as well as additional supports for students will chronic absenteeism. Interventions and supports will be put in place to assist families in getting their students to school on a daily basis and on time. Technology will also be provided for students so that they can access their learning from home if needed. We have find that many of these students are also students of color, special education, and ELL.</p> <p>Our SWD will receive targeted interventions in both math and ELA to help address the learning loss due to covid. These interventions will be provided by the additional staff that was hired by the district to help address this learning loss and provide small group, targeted interventions for the neediest groups of students. We have also found that some of these students are also ELL and of low socio-economic background.</p> <p>Our ELL population will receive targeted interventions in both ELA and math as well as reduced class sizes to help address learning loss dur to covid. Additional teachers were hired to reduced integrated ELL classrooms and provide targeted, small group, explicit instruction on the academic skills needed. Again, some of these students are also from low socio-economic background, students of color, and special education.</p>	<p>NA</p>

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

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ARP Spending Plan Reporting

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>Through ARP funding, the district has been able to expand their in class technology for both students and teachers. We have purchased interactive white boards, lpads, chargin carts, and laptops for all classrooms to improve teacher instruction as well as student learning and engagement.</p> <p>We have purchased a variety of leveled readers for classrooms to enhance classroom libraries for students and increase their accessibility to books at their reading levels. These will also be used for intervention purposes in order to close the learning gap created by Covid.</p> <p>We were able to purchase tables for teachers so that they can provide small group explicit instruction to students during intervention and guided reading times to build students' academic skills and better address their learning loss due to Covid.</p> <p>We were also able to purchase intervention kits and materials for teachers again to address the learning loss of students and address the skill deficits of students better during small group explicit instruction.</p>	\$866,473.69

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.	3,945,010	3,945,010	0
Purchasing educational technology.	694,515	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.	52,497	1,619,548	1,619,547
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	99,516	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	241,801	244,542	244,541
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	5,033,339	5,809,100	1,864,088

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

(No Response)